

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Centers for International Business Education**

**CFDA # 84.220A**

**PR/Award # P220A140025**

**Grants.gov Tracking#: GRANT11694366**

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

07/02/2014

4. Applicant Identifier:

D-0000001093

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

SAN DIEGO STATE UNIVERSITY FOUNDATION

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

956042721

\* c. Organizational DUNS:

0733713460000

### d. Address:

\* Street1:

5250 Campanile Drive

Street2:

\* City:

San Diego

County/Parish:

San Diego

\* State:

CA: California

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

92182

### e. Organizational Unit:

Department Name:

College of Business Administra

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

\* First Name:

Jennie

Middle Name:

\* Last Name:

Amison

Suffix:

Title:

Director

Organizational Affiliation:

SAN DIEGO STATE UNIVERSITY FOUNDATION

\* Telephone Number:

619-594-5731

Fax Number:

619-594-4950

\* Email:

awards@foundation.sdsu.edu

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Office of Postsecondary Education/Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

### \* 12. Funding Opportunity Number:

ED-GRANTS-060314-001

\* Title:

Office of Postsecondary Education (OPE): Center for International Business Education Program CFDA Number 84.220A

### 13. Competition Identification Number:

84-220A2014-1

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

San Diego State University Center for International Business Education Research (CIBER)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,415,696.00"/>
* b. Applicant	<input type="text" value="1,415,696.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,831,392.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Filled For Validation	Director, Division of Research Affairs
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
San Diego State University Research Foundation	07/02/2014

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# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="San Diego State University Research Foundation"/> * Street 1 <input type="text" value="5250 Campanile Drive"/> Street 2 <input type="text"/> * City <input type="text" value="San Diego"/> State <input type="text" value="CA: California"/> Zip <input type="text" value="92182-8220"/> Congressional District, if known: <input type="text" value="CA-053"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="N/A"/>	<b>7. * Federal Program Name/Description:</b> <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Filled For Validation"/> * Name: Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="Dena"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Plemmons"/> Suffix <input type="text" value="PhD"/> Title: <input type="text" value="Director, Division of Research Affairs"/> Telephone No.: <input type="text"/> Date: <input type="text" value="07/02/2014"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # P220A140025

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

## Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA Statement 2014.pdf

Add Attachment

Delete Attachment

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## SAN DIEGO STATE UNIVERSITY GEPA Statement

### Equal Access and Treatment for Eligible Project Participants

San Diego State University maintains and promotes a policy of non-discrimination and non-harassment on the basis of race, religion, color, age, gender, disability, marital status, sexual orientation, and national origin. SDSU has many programs in place to overcome barriers and ensure equitable access for all eligible project participants. An assurance of compliance with all federal statutes relating to nondiscrimination is filed with this application.

SDSU's policy incorporates the requirements of: Federal Executive Orders 11246 and 11375; Title VI, VII, and IX of the Civil Rights Act of 1964; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; as well as pertinent laws and regulations in Title V of the *California Code of Regulations*. This policy stands as a statement of SDSU's moral commitment to the right of all persons to equal opportunity in a non-discriminating, harassment-free atmosphere. SDSU's Office of Diversity and Equity oversees that commitment to equal opportunity.

SDSU's reputation for ensuring equal access and treatment is reflected by its national recognition. Currently, *U.S. News & World Report* ranks SDSU at #25 in the nation for racial diversity. SDSU ranks in the top 200 Colleges for Native Americans, according to *Winds of Change* magazine. SDSU is recognized as one of the nation's top employers for women by *Professional Women's Magazine*. SDSU is ranked #20 in the nation and #4 in California for bachelor's degrees awarded to Hispanics, according to the May 2014 edition of *Hispanic Outlook in Higher Education*, which lists the top 100 colleges and universities for Hispanics. This same publication ranks SDSU #35 in the nation for graduate schools awarding master's degrees to Hispanics. In fact, Adalyn Hixson, the magazine's editor wrote: "*San Diego State should stand up and take a bow. The university is doing a great job of recruiting, retaining and graduating Hispanics. It is clearly a vital part of the education pipeline.*"

Serving San Diego County's diverse community is a principal mission of SDSU. As such, the university and our CIBER have identified potential barriers relating to **gender, race, national origin, color, disability and age** that can impede equitable access or participation and has taken steps to overcome these barriers. SDSU and our Center have implemented several steps to ensure equity of access and participation in our programs.

One particular example is: In order to create a pipeline of qualified students of color, SDSU and the Sweetwater Union High School District partnered together to create the **Compact for Success** program. This pioneering effort in educational civil rights is designed to help the district's highly diverse student body better prepare for higher education. This program guarantees a place at SDSU for every student from the district's classes who meet certain academic standards.



Illustration of SDSU's ongoing commitment to ensure equitable access and participation:

At SDSU, several student groups, scholarships and departmental programs have been created to support students from diverse backgrounds and help them succeed. The university's course offerings also reflect the diversity of its student body, faculty and staff.

- SDSU has created one of the first academic departments in California dedicated to the study of Mexican culture in America—**Chicano/Chicana Studies**. The department offers courses such as “U.S.-Mexico Border History,” “Mexican Immigration History and Policy,” and “Mexican Images in Film.”
- The **Department of Women's Studies** grew out of the feminist activism of the 1960s and was the first of its kind in the United States. For three decades it has continued as a leader in the field of Women's Studies. The program offers a bachelor's and a master's degree and is home to the SDSU Women's Resource Center which provides free, accessible information, resources, and referrals regarding women's health, body image, eating disorders, sexuality, and other gender-related issues faced by students, faculty, and staff at SDSU.
- The **Educational Opportunity Program** is designed to assist economically or otherwise challenged students and has since played a key role in diversifying the SDSU student body, helping up to 3,500+ students a year.
- The **Africana Studies** Department offers a broad, interdisciplinary program covering a variety of subjects pertaining to Africa and the African Diaspora.
- The **Asian Studies** program's resources include the Japan Studies Institute, the China Studies Institute and the Asian/Pacific American Archives.

In addition, SDSU has created dozens of programs to help students from area educational institutions to thrive academically and prepare for higher education.

- SDSU plays a key role in California's **Mathematics, Engineering, Science Achievement** (MESA) program, which helps educationally disadvantaged students enter and excel in technical professions.
- The **McNair Scholars** program identifies students from low-income backgrounds with potential to become university professors, provides them with mentors and supplies them with a \$2,800 stipend to conduct research.
- Students at SDSU have organized **more than 25 clubs to support diversity** on campus, including Movimiento Estudiantil Chicano de Aztlan (MEChA), the Association of Chicana Activists, the National Society of Black Engineers and the Native American Student Alliance.
- The **City Heights Educational Collaborative** involves more than 100 faculty members from 40 departments in supporting families and educating children in one of San Diego's most diverse neighborhoods. SDSU has also opened a **Literacy Center** in City Heights and played a leading role in the **Digital Bridge** project to improve computer literacy in the neighborhood.
- SDSU is the **first university in California to make vital admissions, financial aid and other programmatic information available on-line in Spanish** on the university's web site at [www.sdsu.edu/espanol](http://www.sdsu.edu/espanol). Education advocacy groups say this web site helps address an on-line information gap between the university and Spanish-speaking prospective students and program participants.



## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

San Diego State University Research Foundation

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

\* First Name: Dena

Middle Name:

\* Last Name: Plemmons

Suffix: PhD

\* Title: Director, Division of Research Affairs

\* SIGNATURE: Filled For Validation

\* DATE: 07/02/2014



## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## SDSU CIBER ABSTRACT

San Diego State University (SDSU) is a comprehensive regional university, which serves 33,000 students including the largest undergraduate international business program in the United States. For the 2014-2018 grant cycle, SDSU CIBER proposes an integrated program that includes (I) foreign language assessment and education, (II) high-impact learning curricula, (III) a scholarly IB research cluster, (IV) outreach to the community, and (V) initiatives which build on multiple areas to achieve synergy as well as address the two competitive priorities and the two invitational priorities. Within this robust program, SDSU CIBER addresses each element of the authorizing statute and the ultimate goal to enhance U.S. competitiveness in an international economy.

SDSU CIBER's proposal is rooted in issues of national significance. The phenomenon of semi-globalization considers both "the world is flat" and "the world is spiky." It refocuses the campaign on the borders that separate countries and the bridges that connect them. Language and global strategy must continue to recognize "differences" as a source of competitive advantage. A critical element of this project will be accomplished with the design and implementation of a high-impact learning curricula in order to achieve essential learning outcomes that are connected to the principles of excellence. SDSU's CIBER research program reflects the need for both academic and practitioner research to build an IB research cluster. Outreach initiatives are designed to account for SDSU CIBER's role as an NRC.

The 2014-2018 program is designed to be strategic, inclusive, and realistic. SDSU CIBER is authorized within the internationalization mission of the entire university. While SDSU CIBER is administratively located in the College of Business Administration, its mission is to facilitate U.S. business competitiveness across the entire university and business community. The most critical component of the program design is matching the demands of the authorizing statute with the internal competencies of the university. This critical step assures a realistic and successful program. The proposed management plan uses a "canvas" for each initiative to assure desired outcomes. A team of experienced personnel is assigned to lead and support each initiative. SDSU's extensive infrastructure will provide the appropriate and additional resources needed to accomplish the program's mission.

The evaluation plan is proposed to span the entire cycle (plan, implement, assess, revise). Each initiative is accompanied by a measurable outcome, which sets the goal on the front-end and provides the metric to measure its accomplishment on the back-end. The four levels of assessment (reaction, learning, transfer, and results) are fully utilized in this evaluation plan. Research activities are assessed through both quantity and quality metrics. An external and an internal evaluator are assigned specific roles to ensure timely feedback and measurable success.



## Project Narrative File(s)

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Increasing attention is devoted to the realities of globalization. Thomas Friedman (best-selling author), General Colin Powell (former Secretary of State), and the late Roberto Goizueta (CEO of Coca-Cola), for example, embraced the overarching conclusion that the “world is flat.” Although it provides useful insights, such as the implication that one does not have to “emigrate to innovate,” this view does not capture the continued importance of regions in a global economy. Others, such as Richard Florida (Professor of Business Policy at the University of Toronto), have paid much more attention to local regions and institutions, arguing that the “world is spiky.” Florida argues that “although one might not have to emigrate to innovate, it certainly appears that innovation, economic growth, and prosperity occur in those places that attract a critical mass of top creative talent.” Florida, for example, contends that “China is seeing enormous concentration of talent and innovation in centers such as Shanghai, Shenzhen, and Beijing, all of which are worlds apart from its vast, impoverished rural areas.” Pankaj Ghemawat, former Harvard Professor and Global Strategist, predicts that “[...] the biggest globalization story [...] will be the replacement of the bland certainty that the world is quickly becoming ‘one’ with a somewhat greater recognition of turbulence and uncertainty.” Ghemawat introduces us to the concept of semi-globalization, the need to pay attention to borders between countries and bridges linking countries, and the idea that selected differences can be a potent engine of value creation. Ghemawat recommends that global strategies should leverage differences at the industry/company level, invoke multiple views, and derive several options to address the local reality. SDSU CIBER builds on the insights of Florida and Ghemawat in insisting that it is important to continue to recognize the local realities of a global strategy.

Congress has acknowledged the need to remain internationally competitive with the adoption of Title VI of the Higher Education Act (HEA). Centers for International Business

Education (CIBEs), for example, are authorized by Section 612 of Part B of Title VI of the HEA of 1980 as amended by the Higher Education Opportunities Act of 2009. The purpose of Part B is:

[...] to enhance the broad objective of this Act by increasing and promoting the nation's capacity for international understanding and economic enterprise through the provision of suitable international education and training for business personnel in various stages of professional development; and to promote institutional and non-institutional educational and training activities that will contribute to the ability of [U.S.] business to prosper in an international economy.

The authorizing legislation and regulations which accompany the creation of CIBE specify a range of mandatory, permissible, and program priorities for 2014-2018.

San Diego State University (SDSU) is well positioned to accept the responsibility to create the human capital that is needed for international competition. With more than 33,000 students, SDSU is the oldest and largest university in the San Diego region. Indeed, SDSU is one of the most popular universities in California, receiving more than 70,000 undergraduate applications in 2013. SDSU has an outstanding reputation built on foreign language assessment and training, innovative award-winning curriculum, top quality research, and strategic partnership with the community. SDSU is designated as a Hispanic-Serving Institution (HSI), and as a result, a Minority Serving Institution (MSI). Some highlights and distinctions in this regard include:

- SDSU's Language Acquisition Resource Center (LARC) is selected by the U.S. Department of Education to serve as a National Language Resource Center.
- SDSU's International Business (IB) program offers a unique blend of classes in business,

culture, language as well as area studies and is ranked as the 8<sup>th</sup> best program in the nation by *U.S. News and World Report*.

- SDSU is ranked by Academic Analytics as the No. 1 most productive research university, among schools with 14 or fewer Ph.D. programs based on the Faculty Scholarly Productivity Index.
- SDSU faculty has received a total of more than \$1B in external research funding since 2000.
- SDSU is a winner of the 2013 Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity*, the oldest and largest diversity-focused publication in higher education.
- *Hispanic Network Magazine* ranked SDSU among the "best of the best" colleges and universities while *Diverse Issues in Higher Education* recognized SDSU as a leading provider of bachelor's degrees to all underrepresented students.

A more extensive list of SDSU accomplishments as a higher education institution of renowned academic excellence is contained in Supplemental Materials (SM) 3A.

SDSU's strategic plan contains three pillars: 1) student success; 2) research and creative endeavors; as well as, 3) community and communication, all under the theme of "building on excellence." In a bold recognition, "building on excellence" incorporates internationalization as a key goal within each pillar. Consistent with this strategic plan, SDSU requests the designation and funding of its CIBER, as part of Title VI under HEA, for the 2014 to 2018 grant cycle. The overall mission of SDSU CIBER is to conceive, design, implement, and evaluate programs that enhance U.S. competitiveness in the international economy through innovative and improved initiatives focusing on: **Foreign Language Assessment and Education, Curricula, Research, and Outreach.**

On January 15, 2014, the SDSU CIBER Executive Committee, consisting of Dr. Gangaram Singh, Dr. Martina Musteen, Mr. Mark Ballam and Ms. Siv Della Maestra, convened the first planning retreat to formalize the strategic plan for the 2014-2018 cycle. Through this exercise, the following goals were established:

- A. To build on SDSU leadership in language assessment and education.
- B. To develop and implement an integrated high-impact learning curricula.
- C. To create excitement, provide support, and celebrate a scholarly IB research cluster.
- D. To engage and assist constituents outside SDSU with the goal to improve U.S. competitiveness in the international economy.
- E. To identify, nurture and implement synergy.
- F. To meet the competitive and invitational priorities for the 2014-2018 cycle.
  - a. To collaborate with professional associations and businesses to expand the employment opportunities for IB students.
  - b. To collaborate with community colleges and MSIs to create and sustain international, intercultural, and global dimensions into their business curricula.
  - c. To develop and implement collaborative relationships/partnerships with institutions in Sub-Saharan Africa, South Asia, and Southeast Asia.
  - d. To build and add business content into language programs geared to professionals to prepare them for international business.

SDSU CIBER's strategic plan (and goals) has received strong support from its many university constituents along with the SDSU CIBER Advisory Council, which met on June 6, 2014. A legend for nomenclature and acronyms is provided in SM 3B.



## **SECTION 1: MEETING THE PURPOSE OF THE AUTHORIZING STATUTE**

Guided by the goals outlined above, SDSU CIBER proposes the following five Program Elements: (I) foreign language assessment and education; (II) integrated high-impact learning curricula; (III) scholarly IB research cluster; (IV) outreach to the academic and business community; and (V) synergy and program priorities. Supplemental Materials 3C contains the complete list of initiatives found in Program Elements I-IV, and indicates the statutory provisions and program priorities to which they apply.

### **Program Element I: Foreign Language Assessment and Education**

***Objective:** To build on SDSU leadership in language assessment and education.*

Under its Language Acquisition Resource Center (LARC) and the College of Arts and Letters (CAL), SDSU has a robust language assessment and education program (see SM 3D). On the assessment front, SDSU's LARC has developed a **Computer Assisted Screening Tool (CAST)**, which is a diagnostic tool to elicit an adequate speech sample from examinees to assure a reliable floor (or baseline) rating, provide feedback to the examinees on how their proficiency can be improved, estimate examinees likely score on the official ACTFL Oral Proficiency Interview, and provide positive "washback" for proficiency-based teaching. With the newly-added "reviewer" interface, CAST can be effectively used by instructors as a tool to rate their students' oral production and to increase their own understanding of the criteria by which ACTFL ratings are given. CAST currently tests advanced level speaking proficiency in nine languages: Spanish, French, Chinese, Japanese, Filipino (Tagalog), Arabic (Modern Standard), Iraqi Dialect, Persian (Farsi), and English as a Second Language.

SDSU CIBER proposes **five initiatives** to leverage this leadership into the business arena and **to serve the region**. SDSU CIBER will collaborate with LARC to **expand the language**

**coverage to account for Levantine** (an Arabic dialect used in Syria, Palestine, and Jordan) and to complement the global proficiency assessment with a **Pedagogical Proficiency Assessment** (vocabulary, phrases, sentence construction). Based on the logic that “self-assessment promotes learning creativity,” SDSU CIBER will use CAST to **Prepare IB Students for their Study/Internship Abroad** assignment. SDSU CIBER will also collaborate with an MBA Consulting Team to **launch CAST as a Self-Supporting Program** to promote widespread dissemination (e.g., a mobile application). The Team will conduct a business plan (value proposition, key stakeholders, partnerships, cost, and an infrastructure to help with dissemination). Based on the findings of the MBA Consulting Team, SDSU CIBER will join the Zahn Innovation Center to identify and coach a team to assess/launch **CAST as a Social Venture** to students across the nation. The MBA team prepares the business plan and the Zahn Innovation Center team incubates the venture.

SDSU’s IB Program is ranked 8<sup>th</sup> in nation by *U.S. News and World Report*. A significant factor in this ranking is that the program combines business, language and culture, and area studies learning to create a global thinker. IB students complete a study abroad or internship in a country outside the U.S. in a language other than English. Each student must complete a portfolio that chronicles their international experience. SDSU CIBER will support **Evaluation of the Student Passport Portfolio**, with a careful examination of the **effectiveness of the language requirement** in student success (academic and labor market).

SDSU CIBER will **collaborate with key partners in the region to offer foreign language education** through a business professional development program. Three such initiatives are proposed. SDSU CIBER spearheaded a Spanish pre-departure training program for students who are enrolled in the Sports Management MBA before a mandatory study abroad

trip to the Dominican Republic. Using this model, SDSU CIBER will collaborate with the World Trade Center - San Diego (WTCSD) to provide **Pre-Departure Language Training for Business Professionals** who participate in trade missions to China, Germany, Japan, and Mexico. Furthermore, military veterans acquire critical cultural competence on their deployment (including foreign language). SDSU is a desired destination for veterans. SDSU CIBER proposes a **Career Development Program for Military Veterans** to help with the transition to school and then to the civilian workforce. With this initiative, and in collaboration with LARC, the initial exposure to a foreign language will be formalized. A critical component of this initiative is to train veterans on the value of language skills for business success. To complete this transition, SDSU CIBER will join the SDSU Career Services Center to accentuate the employability of veterans and their cultural competency. SDSU CIBER will also conduct a series of initiatives with California community colleges and with institutions of the California State University System (discussed in detailed throughout this proposal). For example, SDSU CIBER will conduct a **Faculty Development Program (FDP)** for Community Colleges and another with California State Universities. Part of these FDPs will be dedicated to the incorporating **Foreign Language Training into the IB Curricula** and assist in developing and strengthening required preparatory courses for the IB major.

SDSU CIBER recognizes the importance of collaboration at the national level to disseminate current information on business language. SDSU CIBER will co-sponsor an annual **CIBER Business Language Conference**. This three-day conference will be spearheaded in 2015 by BYU business language faculty. They will be joined by faculty from across the nation to discuss issues relevant to business language teaching and IB. In addition, SDSU CIBER will

play an active role in designing and organizing the conference program and send at least two SDSU language faculty to participate in the conference each year.

## **Program Element II: Integrated High-Impact Learning Curricula**

***Objective:** Develop and implement an integrated high-impact learning curricula.*

To build on its success, SDSU CIBER proposes the development and integration of **Five High-Impact Learning Activities** into the undergraduate IB curriculum. First, in a **First-Year Seminar**, IB students will be introduced to the “big questions” in IB, such as, “is the world flat or spikey?” They are then introduced to the framework of how business, language and culture, and area studies can help to provide answers. Second, with the introduction of Portuguese and Arabic languages to the list of Less Commonly Taught Languages (LCTLs) offered, IB students will now have access to **Study Abroad and Internship opportunities in Brazil and Jordan**. Third, SDSU CIBER will collaborate with the WTCSD and the San Diego Export Initiative (described later) to create a **Repository for IB Internship** opportunities in foreign countries. Fourth, at the end of their education, IB students will culminate their education with an **IB Capstone Case Competition**. Fifth, each IB student, upon returning from his/her required study abroad or international internship, will have access to a **common experience** with the development and implementation of an **International Study/Internship Returnee Conference**.

SDSU CIBER proposes the implementation of a strategy to **Grow the IB Program** in order to increase the number of students with international competency. Three activities will contribute to this growth. A **K-12 Outreach Initiative** will target high school counselors and IB program leaders to create a pipeline. Similarly, **Outreach to Community College (CC) partners** will create awareness of the SDSU IB Program. To bolster the utility of the IB Program, SDSU CIBER will collaborate with SDSU Career Services Center to sponsor an **IB**

## **Career Fair.**

The BS/BA in Business Administration, SDSU's flagship business degree program, has implemented two significant changes to its curriculum. To enhance global competency, a **1-unit Global Module in a First-Year Seminar** will be mandatory. In addition, to complement each Student Learning Outcomes (SLOs), including the global perspective learning outcome (SM 3E), all students must complete a minimum of 2 high-impact learning activities as part of his or her Passport Program (captured with an electronic portfolio). SDSU CIBER proposes to introduce, develop and implement a range of high-impact learning activities to complement the global perspective SLO. To begin with, SDSU CIBER will collaborate with SDSU Residence Services to develop and implement an **IB Learning Community**, where a floor in a residence hall is dedicated to students who want to build their global perspective. A series of activities to build the global perspective SLO is conducted by a qualified faculty or staff. SDSU CIBER will also offer **Annual Short-Term Study Abroad** programs to China, France, Israel, and Spain. The theme that will underlie these annual short-term study abroad programs is the development of entrepreneurial partnerships. SDSU CIBER will collaborate with faculty to add these high-impact learning activities (e.g., IB undergraduate research, service learning) to the Passport Program.

At the graduate level, SDSU CIBER will promote the introduction of a **Five-Year IB/MBA Program**. Surveys and external assessments often point to the need to deepen business administration skills of undergraduate IB majors at SDSU. To do this, however, would entail the reduction of courses in foreign language, areas studies, or study abroad which are all critical to the unique character of the IB experience at SDSU. Such a dilution would not be a desirable option, and therefore, the proposed new five-year program will allow students to earn a Bachelor

of Arts and an MBA degree in an expedited time frame.

The **Global Business Project (GBP)** is a team-based, action-learning course for MBA students of premier business schools organized by the University of North Carolina's Kenan-Flagler Business School. Student teams will be guided by business and language faculty as well as representatives from the project company. Projects will be based in Argentina, Brazil, China, and India. Each project selected for the course will be one that will take advantage of a team that is collectively competent in the language and culture of the host country, has experience in the industry and knowledge of the predominant functional area(s) in which the project is based. SDSU CIBER will support MBA students who meet these criteria.

SDSU CIBER will support two additional initiatives at the graduate level. The first is to offer an existing **International Financial Reporting Standards Accounting** course, but embed a **Short-Term Study Abroad to Germany**. As a 500-level course, it will be open to both undergraduate and graduate students at SDSU. Second, SDSU CIBER will collaborate with the **Sports Management MBA** and the **Executive MBA** programs to complement the **mandatory study abroad experience**. Specifically, SDSU CIBER will develop and implement a **Pre-Departure Education Module**, covering language, culture and political norms of the destination country.

SDSU has become a recognized leader in building the nexus between education and entrepreneurship. In a recent strategic move, the Zahn Innovation Center (the business incubator at SDSU) hired a social entrepreneurship director and earmarked 50% of its student/faculty/staff/business teams to be social ventures in nature. SDSU CIBER will collaborate with the **Zahn Innovation Center** to develop and implement a sub-category of **International Social Entrepreneurship** with special attention devoted to social

entrepreneurship in **Sub-Sahara Africa, South Asia, and Southeast Asia**. One such project, for example, is the development for a thrasher to efficiently harvest quinoa in Sub-Sahara Africa. Along this line, SDSU Small Business Consulting Center has served as an expert entity to help over 900 women or minority owned business in the San Diego region. Many of them have the potential for export, but they lack the network to do so. SDSU CIBER will collaborate with the San Diego Export Initiative to reach out to small businesses via the **Small Business Consulting Center** to develop export capabilities. SDSU CIBER will build on an experimental **International Business Opportunity Development (IBOD)** initiative. As part of a graduate business course, groups of students are assigned to international companies seeking to do cross-border business. Students engage in consulting projects aimed at helping the companies develop a plan for entry. In addition to providing valuable experiential learning experience, IBOD provides students with internship experience and, in most cases, employment opportunities upon completion of the project.

SDSU CIBER will assume its role as a national resource center in the high-impact curricula area. Within a **Network of Community Colleges** and a **Consortium of California State Universities (CSUs)**, those who have implemented high-impact learning practices will convene to share their approach and experience. SDSU CIBER will participate in the annual **Global Internship Conference**, where the scope would include, but not be limited to, professionals and researchers who work in the field or seek to learn more about internships, academic work placement, co-operative education, teaching, and volunteering. As a platform for dialogue and vehicle for action, the Global Internship Conference bridges together academics and practitioners to discuss, share and advance best practices.

### **Program Element III: Scholarly IB Research Cluster**

***Objective:*** *To create excitement, provide support, and celebrate a scholarly IB research cluster.*

SDSU has matured as a research university, and this is reflected in its Faculty Scholarly Research Index as well as the fact that it has received over \$1B in external research funding since 2000. As one pillar of its strategic plan, SDSU has deliberately identified “research clusters” as its competitive advantage. Through a campus-wide process, peer review, administrative review, and external validation, 4 faculty-led research areas of excellence were identified: clinical and cognitive neurosciences; viromics; climate change and sustainability studies; and human dynamics in a mobile age. SDSU CIBER proposes the development of a scholarly IB research cluster, with the ultimate goal of becoming a recognized area of excellence within the SDSU strategic plan. An encouraging step in this direction is the recent decision by the Provost to fund a tenure-track senior faculty who will be given the task of assembling the IB research strength across SDSU.

The objective of the scholarly IB research cluster is to create excitement about, provide support for, and celebrate international business research. SDSU CIBER will support this effort to bring the IB research community together by creating a **Faculty Research Grant Program**. Competition for research grants will be announced to the entire university community. As part of the review process, SDSU CIBER Director and Managing Director will screen applications to ensure they meet the requirements of the authorizing statute. Each proposal will then be reviewed (double-blind) by two subject experts. Successful applications will be funded using a three-stage process: on initiating the project; on submitting a working paper; and on a journal or scholarly book accepting the manuscript for publication. Funds for each successful application will be commensurate with its contribution.



This **Open Faculty Research Grant** program will be implemented simultaneously with one supporting a **Detailed Research Agenda**. Based on the strategic mission of SDSU and the expertise of its faculty, SDSU CIBER will join the CBA and the Lavin Entrepreneurship Center to further promote research on **International Entrepreneurship** as well as introduce a research program which focuses on **International Social Entrepreneurship**. International entrepreneurship topics will include: the mode, speed, and success of internationalization; the role of corporate reputation in internationalization; and the challenges and success of family business internationalization. International social entrepreneurship research will focus on identifying the personal characteristics of the international social entrepreneur, framing and addressing international social entrepreneurship, creating international social value, identifying international (institutional) differences of social entrepreneurship, and assessing the role of international social entrepreneurship in competitiveness and prosperity.

SDSU CIBER will cooperate with the CAL and the CBA to initiate a stream of research on **Corporate Social Responsibility**. The first project aligns well with the university's "climate change and sustainability studies" area of excellence and addresses the issue of the **International Commercialization of Green Technology, Ecotourism** and the **Reduction of Global Poverty** through remittances and the import/export of ethnic goods and service. The second project will deal with factors which account for **Software Piracy in Developing Economies** and the impacts this phenomenon has on U.S. business competition. The final project will generate a research stream which studies management of a **Globally Distributed Workforce**. Some of the topics in this area include: psychological contract fulfillment; satisfaction with collaborative technology used to coordinate work across borders; and the design

of market exchange for organizations which operate in a global supply chain. Each project will identify implications for business practice.

SDSU CIBER envisions a research agenda beyond faculty research. As part of its “research and creative endeavors” strategic pillar, SDSU fully integrates student research and showcases it in the annual Student Research Symposium. SDSU CIBER proposes an **IB Research Track within the Student Research Symposium**. Two support mechanisms will bolster success in this area. SDSU CIBER will develop a university-wide **Faculty-Student International Business Mentorship Program (F-SIBMP)**. This high-impact learning initiative will support student engagement and development through research, scholarship and creative activity. Central to this initiative is the development of a long-term relationship between the student and his/her faculty mentor as they engage in academically purposeful tasks. The F-SIBMP program will be open to all students at SDSU who are interested in international business research and becoming an active member of a learning community. Students are recruited by the faculty mentor. Protégés will be expected to achieve all F-SIBMP research learning outcomes (SM 3F) during the project period. Undergraduate research is another high-impact learning initiative, which will become a core part of the Passport Program to support the global perspective SLO.

As part of its “community and communication” strategic pillar, SDSU seeks collaborative partnership with the community to build the economic and cultural base of the San Diego region. The Brookings Institution has helped to develop the San Diego Export Plan for the region (described later). To complement this initiative, and in partnership with the San Diego Association of Governments (SANDAG), SDSU CIBER will identify the international linkages of **San Diego’s Industry Clusters**. The goal is to understand the level of integration of San

Diego's economy with the rest of the world. This information will identify the industry clusters which are already integrated with the international economy and highlight those which can be further developed. With this information, each industry can then target its location on the international value-chain and identify which country or world region is upstream or downstream from that location. Industry cluster studies provide the information to develop human capital to function effectively and efficiently in the international value chain. Several local companies along with the U.S. Department of Commerce have encouraged SDSU CIBER to lead this project in order to help understand and facilitate regional economic development. This research will also provide important information to manage within the semi-globalization paradigm (region and industry strategy).

The Longview Foundation and Temple University have begun to develop a special map of the U.S. that identifies critical information on IB (e.g., number of exporters, foreign language spoken, institutions that provide foreign language education, foreign direct investment). SDSU CIBER proposes collaboration with the Longview Foundation, Temple University, San Diego Export Initiative, Brookings Institution, World Trade Center San Diego, and SANDAG to create an **International Business Index**. The goal is to combine various measures of international business into a single score (similar to an economic indicator index). Such a score will be tracked on an annual basis, and once validated the model can be replicated in different regions of the nation. The International Business Index would then be a valuable tool to measure the outcome of interventions in a region, and provide a powerful variable for academic IB research. To analyze the notion of semi-globalization, it is important to track this score at the regional level.

SDSU CIBER embraces its responsibility as a national resource center with respect to the dissemination of international business research. Working papers which result from SDSU CIBER funding will be reviewed, published and listed on the **IB Faculty Research Directory**. SDSU CIBER will organize an **International Business Study Group**. Recipients of an SDSU CIBER research grant will be the primary members of this group. They will meet each semester to discuss their research and share best practices with other faculty. Outside research experts will be invited to further help with the development of the research program.

Conferences will also serve as a dissemination mechanism. SDSU CIBER will participate in a number of conferences during the 2014-2018 grant cycle. The **Journal of International Business Studies** (JIBS) annual paper development workshop is a high-profile initiative which aims to advance emerging ideas in international business. The **Academy of International Business** (AIB) conference is an annual event which hosts the leading scholars of international business and its goal is to continuously advance the profession. SDSU CIBER will participate with research consortia to continue with its dissemination goal. For example, the **Pacific Asian Consortium for International Business Education and Research** (PACIBER) is an international consortium of leading universities dedicated to the establishment of linkages among schools in the Pacific Rim, including Southeast Asia, to promote international business education, research and exchange of information. During this grant cycle, SDSU CIBER and PACIBER will introduce a journal for the publication of academic research on issues that focus on the Asia-Pacific region.

#### **Program Element IV: Outreach to the Community**

***Objective:** To engage and assist constituents outside of SDSU with the goal of improving U.S. competitiveness in the international economy.*

SDSU CIBER proposes a robust agenda for outreach to the community. The **first set of initiatives** includes **outreach to regional and national academic partners** to promote the internationalization of curricula, research, and business practice and to increase IB education of typically underrepresented populations. SDSU CIBER will leverage its significant capabilities in IB education and research to assume a leadership role in the region. SDSU CIBER will work with existing relationships in the College of Education and Southwestern College to build a **CIBER Community College Network**. The CIBER Community College Network will consist entirely of community colleges within California where SDSU CIBER will provide training, consultation, and faculty development relating to curriculum development as well as cultivation and improvement of course offerings at the participating institutions. The participants in this knowledge community will share best practices and explore new ways to incorporate international, intercultural, and global dimensions into their business curricula.

CIBER will promote and enhance IB research and curriculum at each of the 23 campuses within the CSU system, of which almost all are MSIs (SM 3G). Through the formation of the **California State University Consortium**, SDSU CIBER will host and drive the initiative to develop cutting-edge international business curriculum, as well as strengthen California's international business education through improved research. This consortium will: 1) establish a **Research Fellows Program** to serve as a resource for CSU faculty in IB research efforts; and 2) host **Quarterly Meetings for IB Faculty and Administrators** throughout the CSU system.

Moving beyond community colleges and other CSUs, once the CIBERs in the Western region are determined, SDSU CIBER will coordinate the formation of a **Western Regional CIBER Consortium**. The goal of this partnership is to enhance both faculty training and curriculum development opportunities for community college and university faculty in the

Western region of the nation. The workshops offered by this consortium focus on all aspects of international interdisciplinary programs, from student overseas internships to faculty grant writing opportunities. Workshops for the Consortium will be jointly determined by the participants in the group. A more extensive list of linkages as well as collaborative and consortia arrangements can be found in SM 3H.

SDSU CIBER proposes to sponsor or co-sponsor strategically aligned Professional Development in International Business (PDIB). PDIBs are designed as a foreign travel experience for faculty, administrators, and business executives to acquire firsthand experience of doing business in a designated region of the world. These programs allow participants to experience an in-depth holistic view of the country or region through economic and cultural lectures, company visits, cultural programs, and visits to historic landmarks. The predominant form of PDIB is Faculty Development in International Business (FDIB), where participating faculty often form a support network to help with the integration of the experience into their research and curriculum.

As part of its commitment to provide students with a global perspective, SDSU's CBA has committed to increasing faculty-led study abroad programs where a faculty member(s) would take a group of students abroad and cover 1, 2 or even 3, 3-unit classes (depending on the duration) to supplement the semester-long or year-long study abroad program. SDSU CIBER will launch a **FDIB on Faculty-Led Study Abroad** to train faculty on planning, designing and conducting a faculty-led study abroad program. Participation in this program will begin with SDSU, community colleges, and other CSU faculty to a nearby foreign location (e.g., Tijuana or Mexicali), then regional and national faculty in a nearby foreign location, and finally regional and national faculty in a South or Southeast Asian destination (e.g., India, Bangladesh, Thailand,

Indonesia). This stepwise approach is consistent with the logic of a gradual entry into a distant culture.

SDSU CIBER will leverage SDSU's "area of excellence" in "climate change and sustainability studies" to lead an **FDIB in Green Business to Australia**. This FDIB will provide participating faculty from institutions of higher education throughout the United States with a greater understanding of green business practices, economic policies, legal and political structures that have led Australia to become one of the leaders in this field. The trip will also feature cultural events, focused on the Aboriginal people and the wildlife. The intended audience is faculty interested in improving their knowledge of green business and sustainability or incorporating green business content into their curriculum and/or research activities. This would also be an excellent opportunity for outreach as many smaller schools do not have the resources to include green business in their curricula.

SDSU is host to the prestigious Japan Studies Institute (JSI). SDSU CIBER will use this foundation to build an **FDIB Japan** at SDSU. SDSU CIBER will bring faculty from the Community College Network, the CSU Consortium, the Western Regional CIBER Consortium, and its network across the nation, without prior experience in Japanese studies to SDSU to learn about Japan from scholars, business leaders, artists and journalists. This FDIB will encourage participants to develop strategies for incorporating Japanese Studies into curricula. As an intensive FDIB, it involves two weeks of seminars, lectures, readings, films, and activities related to Japanese history, culture, literature, government, business, language and education.

In addition to leading the previous three FDIBs, SDSU CIBER will co-sponsor two other FDIBs that are strategically aligned with SDSU's strengths. SDSU is the home of a Confucius Institute, which offers extensive expertise on China. Drawing on this resource, SDSU CIBER

will join University of Colorado Denver, Brigham Young University, Florida International University, University of Hawaii at Mānoa, University of Pittsburgh, University of South Carolina, and the University of Washington to offer an **FDIB to China**. Faculty from Minority Serving Institutions, community colleges, and new faculty will be targeted participants. Faculty will examine opportunities and challenges facing China as it focuses on services over manufacturing, entrepreneurship, westward operations, high-value research and development, sustainability, environmental protection, and quality of life. Participants will observe firsthand China's changing role in the global economy and will return with course information on China, international business, and how to develop a study abroad program to China. Faculty will also have potential research topics and a strong network of other professionals who are interested in the People's Republic of China.

As a PACIBER member, SDSU CIBER will co-sponsor the **PACIBER Faculty Development for MSI and Community Colleges**. The University of Hawaii will lead this FDIB, and the focus will be on providing resources from PACIBER member schools to support the development of international business and study abroad opportunities for students across the U.S. The program will target participants from MSI's and conduct a needs assessment so that the program can be customized to their needs. Drawing from PACIBER members and other CIBERs, online curriculum resources will be provided. A hands-on workshop will be held in California or Nevada providing a convenient venue for participants from HSIs and Tribal Colleges. Follow-up activities will include faculty visits and exchanges as well as participation of MSI faculty in CIBER sponsored FDIB programs abroad.

Three additional academic outreach initiatives are central to the SDSU CIBER mission. As mentioned previously, the **CIBER Business Language Conference** is a critical partner for



the dissemination of business language content. The other one is the 30+ institution **Consortium of Undergraduate International Business Education (CUIBE)**. CUIBE's goal is to provide leadership on undergraduate international business education through workshops and trainings that are open to all business school faculty and university administration. The specific activities include building/strengthening international business curricula, developing an advisory board, providing teaching and case material, discussing pedagogy, writing grants, and developing assessment tools. SDSU CIBER is a founding member of CUIBE and Mr. Mark Ballam is the current President of the organization. SDSU CIBER will participate in the CUIBE annual conferences and plans to host the organization's annual meeting in this grant cycle. SDSU serves as an ideal host institution since it has one of the top undergraduate international business programs in the nation.

To complement its high-impact learning curricula, SDSU CIBER will partner with The Ohio State, Georgia Tech, Indiana, Texas A&M, and other universities throughout the nation to produce the **CIBER Undergraduate IB Case Competition**. This initiative takes place annually and seeks to meet unmet demand among top-quality undergraduate programs for IB case competitions. Undergraduate business students gain hands-on expertise in global business. Business executives participate in judging each team's strategy in solving an international business case written specifically for the Competition. The Competition has built-in a formal evaluation and feedback mechanism for judges, participants, and corporate sponsors.

The **second set of initiatives** supports **Outreach to the Business Community**. In collaboration with the **National District Export Council (NDEC)**, SDSU CIBER will spearhead a partnership between all CIBERs and NDEC at the Annual National District Export Council's Leadership Conference held each fall in Washington, DC. This program enables CIBERs to

engage with 1500+ policy makers, business people, trade organizations and educators from across the U.S. SDSU CIBER will mobilize the entire DEC organization (including 58 local chapters). This direct involvement (collective platform) will allow SDSU CIBER to work with DEC member companies, both regionally and nationally, to offer meaningful opportunities such as internships and mentorships for students in order to enhance their employment opportunity. The collaboration will provide a forum to showcase the important role that CIBERs play in strengthening the U.S. economy.

The Brookings Institution recently selected San Diego as one of eight cities to participate in their Metropolitan Export Exchange Program. Since then, partners throughout the San Diego region have been working together to develop a regional export strategy called the **San Diego Export Initiative**, to boost the local economy and create jobs. The Core Team, comprised of SDSU CIBER and other academic institutions, as well as private and public sector organizations, has conducted research on San Diego's export economy using three methods: the Market Scan, the Market Survey, and Local Intelligence Interviews. This research focused on uncovering the strengths and weaknesses of the San Diego export economy by combining macroeconomic research with extensive input from local business leaders from both exporting and non-exporting organizations. The results of this effort were compiled into the San Diego Market Assessment Report. These findings represent a solid baseline for the development of the San Diego Export Initiative. In order to support implementation of the San Diego Export Initiative, a public/private Global Competitiveness Council (GCC), consisting of C-level industry and university experts, including SDSU CIBER, along with key regional leaders and elected officials, will be established to provide oversight of the region's trade and investment strategies. The San Diego Regional Economic Development Corporation will take the lead on convening and staffing the

GCC and meeting on a monthly basis to ensure engagement in the four core strategies that support the overall goal of the San Diego Export Initiative.

In keeping with its commitment to promote international trade through education, SDSU CIBER and the World Trade Center San Diego (WTCSD) will cooperate to offer a large, comprehensive and meaningful **Internship Program** designed to expand business skills of the next generation of internationally-focused executives. Through the WTCSD's six-month internship program, interns gain critical insights into corporate management, international business transactions and negotiations, marketing and programs, trade research, cross-cultural business etiquette, and corporate finance. San Diego companies benefit from hiring a WTCSD trained employee who enters the competitive workplace environment with skills necessary for success in the global economy.

The World Trade Center San Diego is actively engaged in the promotion of U.S. businesses and goods abroad. Often, the WTCSD organizes trade missions comprising of government officials and business executives. Most recently was a trade mission to India to explore biotechnological innovations and possibilities for partnerships with San Diego firms. In collaboration with the WTCSD, one of SDSU CIBER's initiatives will be to develop and enhance the **Trade Missions** by including a **Faculty Development Component**. Faculty participation will help to directly expand international business topics into the curriculum. The objective is for faculty to travel with business professionals and experience issues related to doing business with the international community and share that experience in the classroom. Planned missions the 2014-2018 period are to Australia, China, Germany, and Mexico.

Further initiatives that are designed for the regional business community in collaboration with the World Trade Center San Diego are: the quarterly **Cross-Cultural Business**

**Communications Seminars**; the annual **Global Logistics Symposium**; and an annual **Peace and Prosperity through Trade and Commerce Conference**. The annual **Working Waterfront and Port Tour** is designed for policy makers, business executives, non-governmental organization executives, faculty and students to experience and learn the critical role the Port of San Diego and the Port of Long Beach plays in the economic prosperity of the Southern California region.

SDSU CIBER will be a critical broker of partnerships with several organizations in the region to promote trade. These include: the *U.S. Export Assistance Center - San Diego*, the *World Trade Center San Diego*, the *San Diego Regional Economic Development Corporation*, the *San Diego Chamber of Commerce*, the *Hispanic Chamber of Commerce*, the *Japan America Society*, and the *Mexico Business Center*. For example, SDSU CIBER will organize an annual **Export Sales Seminar for Small Businesses** in San Diego with partners from the U.S. Department of Commerce, U.S. Export Assistance Center - San Diego, the U.S. Small Business Administration, and the San Diego and Imperial Valley District Export Council. The seminar will cover a variety of topics, including but not limited to developing an export plan and finding international buyers, export documentation and international shipping, export payment and financing, and San Diego exporters and market spotlights. Without SDSU CIBER such coordination in the region would not be a reality.

SDSU CIBER, along with the U.S. Commercial Service, will host the **Discover Global Markets Business Forum Series on Sub-Saharan Africa, South Asia and Southeast Asia**. The program includes sessions on market entry strategies, financing, and mitigating risk. Sessions covering country and industry specific information and opportunities make the initiative real. The program also includes pre-scheduled one-on-one meetings for businesses to meet with

Senior Commercial Service Officers, Commercial Specialists, and State Department Economic Officers from these regions. SDSU CIBER will use this opportunity to build a network of partners in Sub-Sahara Africa, South Asia, and Southeast Asia for faculty development and student overseas study opportunities.

SDSU CIBER proposes two additional partnerships in the San Diego region. SDSU CIBER will work closely with the **International Committee** within the **San Diego Regional Chamber of Commerce** to explore, design and implement international activities to promote and sustain the region's economy. SDSU CIBER's leadership of this initiative is critical. SDSU is an important element of the economic engine of San Diego, generating an annual impact of \$2.4B, producing roughly 8,000 highly skilled graduates each year, and creating roughly 70 jobs for each 100 students enrolled. SDSU CIBER will also collaborate with the San Diego and Imperial Valley District Export Council to sponsor the **U.S. Export Controls Seminar** twice a year. The seminar will be conducted by the U.S. Department of Commerce and the Bureau of Industry and Security (BIS) for regional business executives who are involved with international trade. The seminar provides an in-depth examination of the Export Administration Regulations in an attempt to increase compliance and trade.

SDSU CIBER is excited to become an integral part of two important border-region initiatives which are designed to increase international cooperation. The **Cali-Baja Bi-National Mega Region Initiative** is launched by San Diego County, Imperial Valley County, and Northern Baja California to improve economic development and international trade for businesses in the region. The initiative is designed to help three counties in two nations leverage their geographic proximity to gain competitive advantage. The Cali-Baja region is well positioned to capitalize on several emerging industries such as biotechnology (research and

development in a highly trained San Diego region and the manufacturing capability of the Baja California region) and wind and solar energy. SDSU CIBER will liaison between the Cali-Baja Region, SDSU and SDSU Imperial Valley Campus (SDSU IVC) to ensure that the appropriate intellectual human capital is trained for this initiative to become a reality.

Another important border region initiative includes collaboration with the Institute of the Americas to support the **Cross Border Climate and Renewable Energy Summit: Opportunities for Trade and Investment**. This summit will bring together policy makers, business leaders, non-government organization leaders, faculty, and students to create awareness and promote business opportunities in the shared border region. The objective of the Summit is to focus on significant renewable energy opportunities that exist in the border region and discuss how best to work together to confront challenges and embrace opportunities for energy sustainability.

#### **Program Element V: Synergy and Program Priorities**

***Objective:** To identify, nurture, and implement synergies among Program Elements and to meet the Program Priorities for the 2014-2018 cycle (To collaborate with professional associations and businesses to expand the employment opportunities for IB students. To collaborate with community colleges and MSIs to create and sustain international, intercultural, and global dimensions into their business curricula. To develop and implement collaborative relationships/partnerships with institutions in Sub-Sahara Africa, South Asia, and Southeast Asia. To build and add business content into language programs geared to professionals to prepare them for international business).*

SDSU's "building on excellence" theme captures student success, research and creative endeavors, and community and communication. As discussed throughout this proposal, SDSU

CIBER uses this as the point of departure for its program. In addition to this vertical integration, SDSU CIBER is designed for the horizontal Program Elements to be horizontally aligned. For example, as SDSU CIBER collaborates with LARC to extend the number of languages and pedagogical functionality of CAST, it will then provide the capability to assess (and educate) IB students for their study abroad/internship experience. Once CAST is refined and easy to use, the platform will provide a business plan for an MBA consulting team. Based on the business plan, a team from the Zahn Innovation Center will explore the commercial viability of CAST as a social venture. Another horizontally-integrated bundle of initiatives supports high-impact learning. The Passport Portfolio initiative is populated with several high-impact practices such as undergraduate IB research, internship, and IB capstone case competition. The undergraduate IB Research Symposium will provide an avenue for undergraduate IB research, the WTCSD Internship Program will be used to broker internships, and UG IB Case Competition will provide the mechanism for a capstone case experience. The emphasis on international social entrepreneurship is tightly aligned with a research agenda in the area, and the regional needs (integration of clusters, IB Index) are well integrated into the research program. SDSU CIBER contends that this vertical and horizontal integration will have a multiplicative impact on IB competency among key stakeholders.

SDSU CIBER understands its role as a National Resource Center. While Program Element IV provides extensive outreach into the academic and business community, SDSU CIBER designs each program element with its NRC mandate in mind. In the language assessment and education arena, special attention is devoted to community outreach (business professionals, veterans, community college and other CSUs) and co-sponsorship of the Business Language Conference. SDSU CIBER will leverage its extensive progress in curricula,

especially its high-impact learning curricula, to foster IB education in area community colleges and in other CSUs. SDSU CIBER will use its partnership with institutions across the nation to advance the need to disseminate best practices and research (e.g., AIB). SDSU CIBER notes the multiplicative effects of collaboration.

SDSU CIBER embraces the Program Priorities with dedication, and meaningfully integrates the mandate into each Program Element. For example, *to collaborate with professional associations and businesses to expand the employment opportunities for IB students*, SDSU CIBER offers CAST as a social venture, the development of business opportunities within the Zahn Innovation Center, as well as an IB Career Fair. An internship program with the WTCSD will also provide a path to employment for IB students. *To collaborate with community colleges and MSIs to create and sustain international, intercultural, and global dimensions into their curricula*, SDSU CIBER proposes a Community College Network, a CSU Consortium, research grant program, faculty development programs, and many other academic outreach options. *To develop and implement collaborative relationships/partnerships in Sub-Saharan Africa, and Southeast and South Asia*, SDSU CIBER provides several options. Students will have access to resources to start a new social venture with a focus on the three regional priorities. Using its partnership with PACIBER and WTCSD, SDSU CIBER will provide new FDIBs to the region. Using its base with Commercial Service Officers in the region, SDSU CIBER will develop and implement relationships with institutions in the region. *To build and add business content into language programs geared to professionals to prepare them for international business*, SDSU CIBER will design and conduct pre-departure training for trade missions and provide business content to veteran's training/transition initiatives in the San Diego region.



## SECTION 2: SIGNIFICANCE

SDSU CIBER's program is designed to fulfill the mandate of the HEA to serve as a distinctive national and regional resource to help improve U.S. business competitiveness and contribute to their ability to prosper in a global economy. Each element of the program is driven by a compelling logic (SM 4A). Language and culture are critical to local reality. A recent report, "International Education and Foreign Languages: Keys to Securing America's Future" commissioned by the U.S. Department of Education and authored by the National Research Council provides a thorough assessment of Title VI and Fulbright-Hays International Education Program. It concludes that "[a] pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in a global marketplace and produce an informed citizenry." The report contends that foreign language, culture, and disciplinary competencies are critical for success, and that language instructions in the classroom should be supplemented with opportunities to practice. Above all, the report makes it clear that the demand for specific languages changes over time and as such it is critical to maintain capacity across a broad range.

It is with these insights in mind that SDSU CIBER builds its language assessment and education program (**Program Element I**). SDSU, in collaboration with its CIBER, has well-established language programs in French, Spanish, and German, and has also made significant progress with many LCTLs (Portuguese, Russian, Filipino, Hebrew, Vietnamese, Japanese, Arabic, Korean, and Chinese). The scarcity of assessment tools for foreign languages puts the CAST initiative among an elite category on the national stage. On the front end, IB students will benefit from CAST, and on the backend, IB students will provide a laboratory to assess/evaluate the role of foreign language in student success. SDSU CIBER will fulfill its national resource

center role by providing language education to the business community, veterans, as well as community colleges and other universities within the CSU system. On the national stage, SDSU CIBER will provide for the dissemination of foreign business language education. It is understood that SDSU CIBER's language program is continuously improving to increase knowledge about foreign cultures and foreign languages and build capacity, address security, and enhance the nation's competitiveness in a global economy.

SDSU CIBER is clearly having a national impact on the foreign language stage. It is also proposing an equally important objective on the acquisition of cultural and disciplinary competencies through its high-impact learning curricula. Liberal Education and America's Promise (LEAP) is a national initiative launched by the Association of American Colleges and Universities (AAC&U) to align the goals of college learning with the needs of the new global century (High-Impact Educational Practices). LEAP identifies "essential learning outcomes" (fostering broad knowledge of human cultures and the natural world, strengthening intellectual and practical skills, deepening personal and social responsibility, and practicing integrative and applied learning) and how these outcomes connect with high-impact learning practices. In a companion report (College Learning for the New Global Century), the AAC&U identifies seven Principles of Excellence (aim high and make excellence inclusive, give students a compass, teach the art of inquiry and innovation, engage the big questions, connect knowledge with choices and action, foster civic, intellectual, and ethical learning, and assess students' ability to apply learning to complex problems) to achieve the essential learning outcomes for the global century.

Using the AAC&U's vision, in **Program Element II**, SDSU CIBER continues to improve its award-winning curricula by identifying and implementing high-impact educational

practices and principles of excellence. SDSU hosts one of nation's best and largest undergraduate IB programs. It will be fortified by introducing five high-impact learning activities and a campaign to grow the program by creating a pipeline with high schools and community colleges as well as expanding employment opportunities with a career fair. Such high-impact learning activities will be extended into the general business degree to complement the global perspective SLO and the Passport Program. Selected complementary activities are targeted for the graduate program, adding a Five-Year MBA/IB and enhancing a study abroad experience to include a common experience and service learning. With this proposal, SDSU CIBER builds the nexus between education and job creation by identifying and promoting the creation of business ventures as part of SDSU's quest to develop an entrepreneurial spirit. SDSU CIBER embraces its role as a national resource center to advance and disseminate high-impact curricula through conferences, workshops and other collaborative activities. SDSU's award-winning curricula, therefore, are becoming increasingly integrated with the high-impact educational agenda and the principles of excellence.

**Program Element III** is SDSU CIBER's research program. It is grounded in the perspective that international differences and local realities should be the basis for a global strategy. Although Thomas Friedman has argued that the world is flat, Richard Florida cautions that the world is spiky and Pankaj Ghemawat introduces the concept of semi-globalization and the need to focus on differences in global strategy. Both Florida and Ghemawat argue that there are regional and industrial realities/uniqueness which are important for a global strategy. The implication is that internationalization may result in winners and losers - hence the role of international social entrepreneurship and corporate social responsibility become prudent. Along this line of reasoning, regional and sectorial differences are critical. This is true for San Diego,

where it is a fact that a specific set of industry clusters drive the economy. Some of these clusters (e.g., hospitality and tourism) are mature, while others (e.g., life sciences) are in their infancy. Each cluster has a different level of integration with the international economy. SDSU CIBER will collaborate with SANDAG to identify these links, which will allow for the precise focus on a region or industry so that resources can be dedicated to that region or industry to foster international competitiveness. A related concept that can provide a tracking mechanism is the IB Index. SDSU CIBER clearly embraces the idea that local reality is critical for international business success and dedicates a large part of its research agenda to the cause.

President Obama, the Government Accounting Office, and the U.S. Department of Education (ED), among others, have repeatedly emphasized the need to be **inclusive**, **accountable** and **transparent**. SDSU CIBER acts on this message by designing its program to bring the community together to establish a plan. **Program Element IV** articulates SDSU CIBER's outreach plan. With the Advisory Council, the Dean and the Chair of the CBA Board make up part of the CIBER team. They work together to build and execute a strong business outreach program. Flagship initiatives in this area include the San Diego Export Initiative, the WTCSD Internship Program, and the Cali-Baja Bi-national Mega Region Initiative. Engagement with the community grows synergy, and provides for inclusion and accountability. Formal assessment is also built into the program. Dissemination of research findings is a critical responsibility. Above all, SDSU CIBER proposes a comprehensive outreach campaign to ensure that its program is grounded in reality.

While each program element provides its own significance, SDSU CIBER draws from the "resource-based view" and well as "contingency theory" to build the program. **Program Element V** identifies synergies among Program Elements and Program Priorities. The

overwhelming logic is that initiatives/practices that are vertically aligned with the strategy of organization, and horizontally arranged in bundles, have the greatest impact. With CIBE's outcome being international competitiveness, SDSU CIBER relies on the multiplicative effect of an aligned program. Using "building on excellence" as the base, SDSU CIBER builds a program that captures the authorizing statute. Initiatives within each program element complement each other. Careful consideration is given to fulfilling the mandate of an NRC in each program element while showing the value of synergy as initiatives throughout the program come together to address the program priorities (both competitive and invitational).

### **SECTION 3: PROJECT DESIGN**

Section 1 of this proposal describes the Five Program Elements along with the objectives to ensure compliance with the authorizing statute. Section 2 justifies the national significance of each program element. Sections 3-7 articulate the project design and how it will be executed and evaluated. Three design models are used. Supplemental Materials 4B provides a project design model (from the Program Management Institute). To **initiate** the project, SDSU CIBER is grounded in the strategic plan of the university. Supplemental Materials 4C shows how the "building on excellence" theme is aligned with the authorizing statute and aligned with the Program Elements proposed by SDSU CIBER. Student success (foreign language assessment and education, integrated high-impact curricula), research and creative endeavors (scholarly IB research cluster), and community and communication (outreach to the community, synergy and program priority) are aligned. SDSU CIBER's overall mission is to influence behavior that will result in performance and a culture of international competitiveness. SDSU CIBER uses Galbraith's Star Model to combine strategy, structure, processes, people, and rewards to cultivate internationalization (SM 4D).

SDSU CIBER designs its program to be strategic, inclusive (structure, processes), and realistic (people, rewards, controls). SDSU recognizes the internationalization challenge. In its declared mission, SDSU affirms the challenge to create a global university and has made significant strides in that direction. Support for SDSU CIBER is authorized within this mission. SDSU Provost Nancy Marlin received the Michael P. Malone International Leadership Award for the work she has done to integrate international activities into almost all facets of the university life. The business school has embedded internationalization in its student learning outcomes (SLOs) and mandated study abroad for its Sports Management MBA and Executive MBA programs. At SDSU internationalization remains a high priority and is embedded as a strategic objective in the University's capital campaign.

SDSU CIBER is physically located in the business school, but it's structured to facilitate U.S. business competitiveness in the global economy which mandates its initiatives stretch across the entire university and into the business community. SDSU CIBER embraces the philosophy that business ideas can and do emanate from a variety of units within the university and the larger community. Therefore, it begins its inclusive initiatives with an Advisory Council (see SM 1) which reflects this diversity. SDSU CIBER then consults with and engages partners inside and outside the university in a series of collaborative and individual sessions to establish goals, initiate and plan the program elements and the initiatives which accompany them. These partners include CSU schools, community colleges and institutions across the nation. With such an inclusive system, SDSU CIBER guarantees that its program will receive a high degree of buy-in and successful execution.

The most critical element of the program design is matching the demands of the authorizing statute with the internal competency of the institution. This is important because it

underscores whether the program design is **realistic**. SDSU CIBER accomplishes a realistic program through a transparent and accountable system, rooted in an honest assessment of its internal competency. To **plan** and **execute** the program, SDSU CIBER uses the concept of a “canvas” as an organizing model (addressed in detail in Section 4). In a nutshell, SDSU is a key player in the design and execution of language assessment and education to meet the nation’s needs, especially in LCTLs (**Program Element I**). SDSU’s award-winning curriculum will be improved, with the adoption of principles of excellence grounded in the high-impact learning paradigm (**Program Element II**). SDSU CIBER proposes a scholarly IB research cluster that will build on its existing base and work with the community to solve real problems and disseminate solutions (**Program Element III**). SDSU CIBER’s outreach agenda will serve as a resource to the region (**Program Element IV**). SDSU CIBER will embrace the initiative to coordinate the independent initiatives so that synergistic gains can be realized (**Program Element V**). SDSU CIBER embraces the two Program Priorities (collaborate with professional associations and businesses to expand the employment opportunities for IB students and collaborate with the community college district and MSIs to create and sustain international, intercultural, and global dimensions into their business curricula) and proposes a coordinated set of initiatives which are embedded throughout the entire project (Program Elements I-IV).

To successfully execute the project according to plan, a monitoring and controlling system is set up, the right team of people is put in place (Section 5), and adequate resources (Section 6) are allocated. SDSU CIBER crafts three processes to **monitor** and **control** the program. Supplemental Materials 5A identifies the **timeline (schedule)** for the completion of each initiative. The initiatives are organized so that the workload is evenly distributed across the 4-year cycle, and the initiatives that require time to cultivate are scheduled at the beginning of

the cycle to allow enough time to mature. Identifying the start and end period, sequencing the activities, and assigning a lead/champion, will facilitate the timely completion of the program.

The Budget Section (see Budget Narrative Attachments) contains a **detailed budget, notes, and justification** of the initiatives by fiscal year, with an allocation of the portion that will be covered by the grant and the cost share (paid by SDSU). The budget will be approved by ED, and enforced by appropriately-trained personnel at the SDSU Research Foundation. A very tight internal control system is required and the budget is administered on a daily basis. Internal audits are a regular feature of the SDSU Research Foundation's control mechanism.

The final monitor and control mechanism is designed to capture quality. Statutory requirements set the basic standards for the program. Section 7 of this proposal is dedicated to a careful **Evaluation** of the entire program. Measurable outcomes articulate SDSU CIBER's intentions on the front end and they provide the metric for evaluation at the back end. Each year, SDSU CIBER will provide a report of its accomplishments to ED. SDSU CIBER's goal is to surpass the minimum requirements and to be a resource for ED to demonstrate its success to a national audience.

SDSU CIBER uses two evaluators (one internal and one external) to stay on track, within budget, and ensure high quality. Since this is an ongoing activity, SDSU CIBER will be given frequent feedback to use for corrective action when needed (closing the loop). Section 7 of this proposal is dedicated entirely to the evaluation plan.

**Closure** is an important step in the design of a program. SDSU has a successful track record of integrating internationalization into its strategic plan. Federal funding will be used to initiate or augment a program, and thereafter, it is SDSU's responsibility to continue the program. SDSU CIBER proposes closure via a planned transition (exit strategy). An important



closure mechanism is the evaluation of the program (covered later in this proposal) and closing the loop (or taking corrective action). This closure process also serves as a tool to identify initiatives which should be continued into subsequent grant cycles or implemented at the institution.

#### **SECTION 4: MANAGEMENT PLAN**

For the overall perspective, as articulated in Section 3, SDSU CIBER uses the Project Management Model and Galbraith's Star Model to design the entire program. However, each program element (and initiative) is treated as part of the integrated whole, and a **Modified Start-up Canvas** is used to develop a management plan. A sample activity, within each program element, is used to highlight the detailed planning of the program.

**Program Element I** is designed *to build on SDSU leadership in language assessment and education*. To do so, four key activities are proposed. CAST, as a sample, accounts for five initiatives: Add Levantine Dialect; Enhancement for Pedagogical Proficiency; Pre-Internship Assessment for IB Students; Create Self-Support Model; and Create Social Venture (SM 3M). The first two initiatives are targeted for SDSU students, in collaboration with and via LARC, and led by Dr. Mary Ann Lyman-Hager. CAST development experts are a critical resource/cost. Pre-Internship Assessment for IB Students is important for IB students, in partnership with LARC and the IB Program, and guided by Dr. Ramona Perez and the IB Advising Office. The key resource/cost is portfolio evaluators. Ms. Beverly Bracker, the Director of the CBA Graduate Career Management Center, will work closely with a faculty lead (varies) to select/mentor an MBA consulting team as part of the culminating experience to Create a Self-Support Model (business plan) for CAST. The final initiative in CAST, Create a Social Venture, is open to all faculty/students/staff at SDSU, in collaboration with the Zahn Innovation Center

under its Director Ms. Cathy Pucher, will incubate CAST as a social venture. Of particular note with this final CAST initiative is the potential to create a social entrepreneurial venture and employment. (See Modified Start-up Canvas in SM 5B.)

**Program Element II** is designed *to develop and implement an integrated high-impact learning curricula*. To be inclusive, six broad sets of activities are proposed: Undergraduate IB Program; Growing IB Program; BS/BA Business Program; Graduate Program; Building the Nexus Between Education and Entrepreneurship; and a Global Internship Conference. Under the Undergraduate IB Program, 5 high-impact activities are proposed: First-year Seminar; Study Abroad; Internship; Common Experience; and Capstone Experience (SM 3N). Three initiatives, First-year Seminar, Study Abroad/Internship in Brazil and Jordan, and IB Capstone Experience, will require a partnership with Dr. Ramona Perez and the IB Advising Office within the CAL, to reach IB students. Faculty experts to lead the First-year Seminar and travel/registration to establish partnerships will account for resource/cost. The remaining two initiatives, Repository for IB Internships Abroad and International Study Abroad/Internship Returnee Conference, will rely on building non-existing support structure. For example, Mr. Mark Ballam will lead the charge to build a relationship with the CAL, the IB Program, and the WTCSD to develop the Repository. In addition, he will undertake the responsibility to develop and maintain a network of San Diego universities to coordinate the International Study/Internship Returnee Conference. Both initiatives will benefit SDSU and other universities/community colleges in the San Diego region. (SM 5C)

**Program Element III** is built *to create excitement, provide support, and celebrate a scholarly IB research cluster*. Seven broad sets of initiatives account for this program element: Faculty IB Research Grant Program (open); Faculty IB Research Grant Program (detailed);

Student Research Symposium IB Research Track; Faculty-Student IB Mentorship Program; Industry Cluster Study; IB Index; and Dissemination. The Faculty IB Research Grant Program(s), for example, will be open to all faculty within SDSU and across the entire CSU system (SM 3O). Dr. Martina Musteen will be responsible for the 7 broad sets of activities in this area. For example, Dr. Musteen will work closely with the Faculty Development Committee and the IB Research Cluster to administer the Faculty IB Research Grant Program. Many of the key resources are already in place (research laboratory, centers of excellence), but marginal resources (and cost) for IB research include grants, expert costs, data, registration and travel to conferences. Research faculty will be the key stakeholders for the Faculty IB Research Grant Program, and the vehicle to reach such faculty will be the Faculty Development Committee and the IB Research Cluster. Special attention is devoted to making the Faculty Research Grant Program available to other CSU institutions. Such a network does not exist, and as such this responsibility will fall on Dr. Martina Musteen and Mr. Mark Ballam. Structural elements to help bring this Consortium together include a Research Fellow Program and Quarterly Meetings of IB Faculty and Administrators across the CSU (SM 5D).

**Program Element IV** focused on the objective *to engage and assist constituents outside SDSU with the goal to improve U.S. competitiveness in the international economy*. A wide range of activities is assembled under two sets of initiatives: regional and national academic outreach as well as business outreach. Mr. Steve Cushman and Mr. Mark Ballam will lead this series of initiatives. Such collaboration is imperative to bridge the SDSU-community interaction. Take the CSU Consortium for example, to demonstrate the complexity of the management plan (SM 3P). No established venue is currently in place to build IB capacity in the CSU system for language assessment and education, curricula, and research. Hence, SDSU CIBER will create

and manage the Consortium. The goal is to reach faculty and students at all the CSU campuses, many of them being MSIs and HSIs. SDSU, as the flagship CSU, is known for its ability to lead such innovation. As a result, other CSUs look to SDSU for such leadership. Costs to build this peer-to-peer Consortium relate to meeting/hosting expense. It is critical for SDSU CIBER to lead this initiative, but be flexible to organically develop the leadership to help with the diffusion of language, curricula and research throughout the system. (SM 5E)

Finally, **Program Element V**, reviews the previous four elements for synergy and program priorities. As such, the Modified Start-up Canvas used in the Management Plan accounts for 3 factors: the objective; the key partners; and the key stakeholders. It is clear from this Canvas that SDSU CIBER has extensively addressed the two competitive priorities as well as the two invitational priorities. Moreover, SDSU CIBER has done so by maintaining the alignment with “building on excellence” and the authorizing statute.

## **SECTION 5: PROJECT PERSONNEL**

To execute the plan, it is necessary to put the right team of people in place. SDSU CIBER strategically assigns its key personnel in its administrative structure to ensure that the goals are accomplished on time, within budget, and with high quality (SM 5F). This is an experienced team, with in-depth knowledge of Title VI in general and the operation of an NRC in particular. An alphabetical compilation of biosketches for staff, professionals, and other faculty associated with SDSU CIBER is included in SM 6.

Dr. Gangaram Singh is the Project’s Principal Investigator. He brings teaching, research, service, and leadership skills to his role as the Director of SDSU CIBER. Dr. Singh is a Professor of Management, the former Chair of the Management Department, a Beyster Fellow, Associate Dean, and most recently Interim Dean. Dr. Singh joined SDSU in 1999, and has

earned many awards and scholarships including Outstanding Faculty Contribution Award and the Most Influential Professor several times. Throughout his career, he has championed the integration of experiential learning (specifically high-impact practices) as a critical factor of student success. Dr. Singh teaches a variety of courses including international business and international human resource management. Dr. Singh has published more than 70 refereed journal articles in top journals in his field. Dr. Singh serves as an expert on regional economic development dealing with cluster studies especially in the life sciences industry. Most recently, he served on the Mayor's Citizen Competitiveness Commission.

Mr. Mark J. Ballam has years of experience in project management and serves as the Managing Director. Mr. Ballam came to SDSU in 2005 after eight years as associate director of the Georgia Tech CIBER. Before Georgia Tech he had a twelve-year career in the banking industry. Mr. Ballam earned his B.A. Degree in International Relations from Clark University in Worcester, Massachusetts. He also attended North London Poly Tech in London, England, and worked for Aaronson and Company, Solicitors. He earned his MBA from the Scheller College of Business at Georgia Tech. Mr. Ballam serves on the Board of Directors of the World Trade Center San Diego, the San Diego and Imperial District Export Council, the National District Export Council Steering Committee, the Small Business Development in International Trade Center. He is currently president of CUIBE.

Ms. Siv Della Maestra will serve as Program Coordinator. Ms. Della Maestra received her Bachelors of Arts and Letters in International Business from SDSU with a specialization in Management. Ms. Della Maestra has extensive experience as an international student, where she studied in Chicoutimi, Quebec and interned in Paris. Ms. Della Maestra has experience working in both the public and private sector and has worked in California and Paris. Her internship at

the World Trade Center San Diego conducting market research and assisting in business development efforts will be beneficial to our regional development task. Ms. Della Maestra is fluent in English, Cambodian, and French.

Dr. Mary Ann Lyman-Hager will lead SDSU CIBER's language assessment and education initiative. Dr. Lyman-Hager has served as the Director of LARC and Professor of French in the Department of European Studies at SDSU since 1997. She also directs the University's Critical Language Program, focusing on intensive formatted classes in language and culture designed especially for those in military and government service, as well as for ROTC cadets. Language programs created since 1998 have included Arabic, Iraqi dialect, Pashto, Persian/Farsi, Indonesian, North African French, Filipino, and Korean. Dr. Lyman-Hager has also directed a large testing project to create on-line oral proficiency measures for a variety of world languages at the advanced level. This test is used as a screening and diagnostic test where it is impractical to offer the ACTFL Oral Proficiency Interview. She also pioneered the creation of the first university-based distinguished level language programs in Arabic and Persian.

Dr. Ramona Pérez, will play a critical role in the development of the high-impact learning curricula. Dr. Pérez is Professor of Anthropology, Director of the International Business Program, and Director of the Center for Latin American Studies at San Diego State University. Dr. Pérez has worked for more than twenty years on tourism as economic development, rural strategies of economic diversification in Mexico and Central America and immigration, youth, and health. Her publications cross disciplines and can be found in journals such as *Annals of Anthropological Practice*, *Children's Geographies*, *International Journal of Adolescence and Youth*, *Global Public Health*, and *Journal of Anthropological Research*, *Cuadernos del Surmore*. Dr. Pérez serves on the Executive Board of the American Anthropological Association and was

the President of the Society for Latin American and Caribbean Anthropology from 2009 to 2012. She is also the Chair of the Institutional Review Board at San Diego State University.

As SDSU CIBER Faculty Research Director, Dr. Martina Musteen will lead the development of the IB Research Cluster. Dr. Musteen received her Ph.D. from the University of Kansas. She is currently Associate Professor in SDSU's Management Department, where she teaches courses in international entrepreneurship and international business on undergraduate, graduate and executive level. Dr. Musteen has taught in other programs in the U.S. as well as in Taiwan, Italy, France and Mexico. Her research interests include internationalization process of entrepreneurial firms, offshoring, corporate reputation and social entrepreneurship. Her papers have been presented in numerous international academic conferences and published in journals such as the *Journal of International Business Studies*, *Journal of Management*, *British Journal of Management*, *Journal of World Business*, *Leadership Quarterly*, *Journal of Business Research*, *Journal of Applied Behavioral Science*, *Management International Review*, *Entrepreneurship Theory & Practice*, and *Journal of Developmental Entrepreneurship*. Dr. Musteen has been actively involved in the academic community as a Chair of the International Entrepreneurship Group at the *United States Association for Small Business and Entrepreneurship* (USASBE), a member of the *Academy of International Business*, *Academy of Management* and a reviewer for a number of scholarly journals. Dr. Musteen has experience as a board member and an advisor of companies in both the for- and non-profit sector.

Mr. Steve Cushman will serve as Chair of the Advisory Council and will provide the leadership in the community. Mr. Cushman is currently the Chair of the CBA Board. He graduated with a Bachelor's of Arts in Business Administration from California Western University over 6 decades ago. After 25 years in the travel industry, Mr. Cushman entered the

automotive industry, where he built a fleet of dealerships in San Diego. Mr. Cushman is one of San Diego's most distinguished civic leaders. He has served as the Chair of the Unified Port of San Diego, Chairman of the Board of Sharp Hospital, and President of the San Diego Food Bank. Mr. Cushman is the recipient of many civic awards, including the World Trade Center's Essence of World Trade Award and the Labor Council's Friend of Labor Award.

SDSU CIBER will be guided by two evaluators. Dr. Doreen Mattingly will serve as Internal Evaluator. Dr. Mattingly is an Associate Professor of Women's Studies (SDSU). She has extensive expertise and serves as the evaluator of other Title VI grants. She is also an external evaluator for education and public health programs in the San Diego region. Her dissertation examined *Domestic Service, Migration, and Local Labor Markets on the U.S.-Mexico Border*. In addition to numerous articles and book chapters, she has co-edited a book with Ellen Hansen titled *Women and Change at the U.S. Mexico Border: Mobility, Labor and Activism*. Several of her publications deal explicitly with issues of evaluation and research methods, including a jointly-authored article published in *Review of Educational Research*, which reports on a meta-evaluation of methodologies used to support claims about the effectiveness of programs. For several years, she has taught a graduate research methods course.

Dr. Stephen Tallman will serve as External Evaluator for the 2014 to 2018 grant cycle. Dr. Tallman is the E. Claiborne Robins Distinguished Professor of Business at the University of Richmond. He graduated from the U.S. Military Academy and holds a Ph.D. in international business and strategic management from University of California – Los Angeles. He chaired the International Management Division of the Academy of Management and founded the Global Strategy Interest Group of the Strategic Management Society. He is the founding and current Co-Editor of *Global Strategy Journal* and was an Associate Editor for *Strategic Management*



*Journal*, a Consulting Editor for *Journal of International Business Studies*, and a member of the editorial boards of various other journals. Dr. Tallman is a Fellow of the Academy of International Business.

Along with this highly qualified management team, SDSU CIBER assigns a designated individual to each initiative. The objective is to ensure that each initiative is guided by a qualified individual to oversee the initiative (SM 5A). SDSU's Office of Equity and Diversity has established policies and procedures designed to promote employee diversity in hiring and retention. The institution encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. No offers of employment are made to any candidate until appropriate steps have been taken to reach out to the widest possible pool of talent. The processes leading to employment is fair and objective, and genuinely ensures equal opportunity for all qualified persons. SDSU CIBER complies with all statutory and SDSU policies.

#### **SECTION 6: ADEQUACY OF RESOURCES**

Yet another activity in execution is the coordination of resources (financial, people, and physical). The CBA has allocated over 1400 square feet of attractive **physical space** to host SDSU CIBER. The University has agreed to match the grant at the 50% level (see Supplemental Materials Budget Narrative). The core SDSU CIBER team is significantly absorbed within the institution's operating budget. SDSU's vast **human resources** coupled with an international vision provide depth and distinctive competencies for SDSU CIBER. SDSU CIBER is confident that it can achieve its nationally significant program in an efficient and effective manner with the support it will receive.

The University's investment in SDSU CIBER comes in the form of considerable cash and in-kind matching contributions such as **operating budget, personnel, facilities, equipment, and supplies**. The experience of the SDSU CIBER team results in an in-depth understanding of the factors and costs of operating instructional and service programs for international business education. Two decades of maintaining a highly visible NRC has resulted in an established innovative program, streamlined processes, and efficient systems, which translates into a high level of productivity. All proposed costs are reasonable in relation to the objectives, design, and potential significance of the project (see Budget Narrative Attachments).

The infrastructure at SDSU includes a university-wide international programs office, Title VI NRCs (CIBER, LARC, and CLAS), one of the largest undergraduate international business programs in the nation, large foreign languages departments, areas studies centers, study abroad programs, centers for teaching effectiveness, research institutes, and several institutions that reach out to the community. Supplemental Materials 5F contains a representative sample of university facilities that help support the CIBER program.

SDSU CIBER's language mission (**Program Element I**) will be further enhanced by LARC, the American Language Institute, and several other institutes (e.g., CLAS, the Center for Islamic and Arabic Studies, and the Confucius Institute). **LARC's** mission is to develop and support the teaching and learning of foreign languages in the United States through research and technology. It hosts multimedia computer labs which provide students and faculty with rich content and engaging media to support and enhance language learning. LARC labs offer an extensive set of materials and facilities as well as one-on-one assistance to support the acquisition and study of language.

SDSU's **American Language Institute (ALI)** is the nation's largest English-language teaching institute. ALI provides intensive training in American language, business and culture to well over 3,000 students from 70 countries. SDSU CIBER will use this opportunity to match SDSU students with foreign students from around the world, especially in the LCTLs, in intensive language acquisition sessions. The one-to-one interaction will highly enrich the learning experience.

SDSU's **Center for Latin American Studies** became a Title VI ED designated NRC in 1976. It supports research, community outreach, conferences, study abroad, and other activities dedicated to teaching students, working professionals, and community members about Latin American languages, economies, history, society, and culture. The **Center for Islamic and Arabic Studies** is multi-disciplinary and includes in its scope of study: the Arabic and Persian languages and literatures; the history of Muslim and Arabic-speaking peoples; political, economic, and social dynamics of contemporary societies; art and architecture; social political, religious, and philosophical thought; and the experience of Muslim communities in the United States and around the world. The **Confucius Institute** is committed to making Chinese language and cultural teaching resources and services available to the public.

**Program Element II** will be supported with several established institutes and centers that are dedicated to high-impact learning. For example, **Instructional Technology Services (ITS)** supports faculty in the design, selection, production, and distribution of instructional media. ITS offers instructional design and production specialists and technicians as well as a library of 7,000 video materials (many of them support the teaching of foreign languages, especially LCTLs). With a television and recording studio, SMART classrooms, videoconferencing facilities and web-based course management software, ITS facilitates

energetic pursuit of multimedia development and assessment in foreign language and culture instruction.

The **Center for Teaching and Learning (CTL)** promotes effective learning and teaching through collaborative ventures with individual faculty, academic units, support services, and student leaders. Working with other campus units such as ITS, CTL assists faculty in applying sound principles of learning psychology to instructional delivery systems and environments including video, multimedia, websites, and Black Board, the University's course management system.

As the leading small research university in the nation, SDSU hosts world-class research facilities (**Program Element III**). The **Social Science Research Laboratory (SSRL)** is a full-service research organization. The SSRL runs four large multimedia laboratories, well equipped with computer and multimedia technicians, network engineers, software experts, and technical support assistants, serving faculty and staff. Survey research, statistical analyses, and program evaluation are among its strengths. Strongly international in its mandate, SSRL possesses the ability to conduct non-English survey interviews in Spanish, Vietnamese, and Filipino. The SSRL is also equipped with the staff to conduct evaluation research. The **Lavin Entrepreneurship Center (LEC)** is a NASDAQ Center of Excellence, which places it among the top eight of such programs in the nation. The Lavin Entrepreneurship Center links the University's dynamic academic environment with San Diego's exciting entrepreneurial business climate through the development of innovative curriculum, unique programs, and special events. The **Corporate Governance Institute (CGI)** is a research and education center dedicated to the study and application of responsible corporate governance. CGI programs focus on identifying and promoting responsible practices worldwide in all aspects of corporate governance. The

**SDSU Center for Regional Sustainability** is a forum through which a range of stakeholders can come together to work collaboratively to implement comprehensive sustainable solutions to pressing problems in Southern California-Northern Baja, Mexico Region.

With regards to outreach (**Program Element IV**), the **Open University** program allows non-SDSU students to attend regular SDSU classes, where they can select from the many courses offered in SDSU's class schedule. University admission is not required, nor is California residency, and the same fees apply to everyone. In addition, the **College of Extended Studies** (CES) offers a wide variety of lifelong learning classes, seminars and certificate programs. Career advancement courses are offered in many areas of management, leadership, and quality improvement. The College offers more than 30 certificate programs, online courses, and many other learning opportunities. Between Open University and the multitude of programs offered by the CES, members of the larger community have access to a quality education. The **Joan and Art Barron Veterans Center** provides veterans, reservists and active duty personnel, as well as their dependents, resources that help with applying to SDSU, accessing military benefits and finding housing and employment. In 2014, U.S. Veterans Magazine listed SDSU on their "Best of the Best Veteran-Friendly Schools."

SDSU CIBER is supported administratively by the **SDSU Research Foundation**. SDSU Research Foundation is currently administering approximately 1,000 active grants and contracts, and annual revenues approaching \$160 million. They are responsible for the financial management of all grants and contracts, and have supported several ED grant projects over the last 20 years. SDSU Research Foundation is governed by a Board of Directors that establishes policies and guides the corporation in achieving research program.

## **SECTION 7: PROJECT EVALUATION PLAN**

SDSU CIBER's mission, consistent with the overall goal of Section 612 of Part B of Title VI, is to design and implement activities that will promote the competitiveness of U.S. businesses in the international economy. SDSU CIBER begins its evaluation plan with a **rigorous reporting system**. The Government Performance and Results Act (GPRA) mandates federal grantees report their plans, budget, progress, and performance in the International Resource Information System (IRIS). IRIS provides for both an annual quantitative report and a mid-year progress report. Examples of data to be reported in IRIS include: 1) number of students participating in new programs such as the global module first-year seminars; 2) recipients of IB Faculty Research Grants; and 3) activities of the CIBER Community College Network. As required for this proposal, SDSU CIBER completed the appropriate sections of the Performance Measures Forms (PMF). The PMFs can be found in SM 8A.

In addition, SDSU CIBER will collaborate with International and Foreign Language Education (IFLE) Office in collecting data to meet the following specific **GPRA Measures**. GPRA Measure 1: To assess the percentage of SDSU CIBER program participants who advance in their professional field, surveys will be sent electronically to all alumnae of the IB Business Program two years after graduation. The survey will ask about their participation in CIBER-funded activities as well as their professional accomplishments. This survey will be conducted in collaboration with the IB Program, the CBA and SDSU Career Services Center, and the contact information will be shared with the IFLE/ED for their evaluation surveys. These data will be supplemented by annual surveys sent to graduates, which will allow us to evaluate specific interventions, as well as producing data to be used internally by departments and colleges as part of their assessment process. GPRA Measure 2: Among the proposed projects, several have the potential to establish or internationalize a concentration, degree, or professional

program. At SDSU, for example, the initiative to develop a five-year MBA program falls into this category. A number of programs targeting community colleges and other CSU campuses (78% of which are MSIs) have the potential to support the internationalization of programs. Annual surveys will be sent to CSU and community college programs to collect data about the impact of CIBER-led initiatives. Measure 3: To assess whether business partners increase international trade activities, SDSU CIBER will conduct follow-up surveys with organizations that participate in programs such as trade missions, MBA projects assisting small businesses seeking to develop international trade, and Export Control Seminars offered in collaboration with the U.S. Commercial Services. SDSU CIBER will fully comply with this legislative requirement.

Beyond the statutory requirement, SDSU CIBER proposes an evaluation plan that is grounded in a well-established framework. Supplemental Materials 8B captures the four stages of the evaluation cycle and emphasizes the circular and iterative nature of evaluation. Although the steps of the evaluation plan are presented below in a linear fashion, in actuality results from evaluation activities are always informing modifications and improvements in program activities. SDSU CIBER proposes three steps to **execute its evaluation plan** (SM 8C). CIBER staff and the internal evaluator will oversee the **first step**, which involves collecting and reporting process data about each initiative within Program Elements I-IV, including the number and demographics of participants, the progress made in establishing new institutions and programs, the nature of research awards and resulting publications, and the activities of collaborations. Supplemental Materials 8D carefully identifies the **objective/goal, target audience, short-term measurable outcome, and long-term measurable outcome** (where applicable) of each initiative. This master document serves as the guide throughout the evaluation plan.

The **second step** is to evaluate the effectiveness of Program Elements I-IV, as well as collecting data that will be used in evaluating the synergies identified in Program Element V. This step is the primary responsibility of the internal evaluator, Dr. Doreen Mattingly, who will collect information about the outcomes of initiatives. Dr. Mattingly's independence from SDSU CIBER ensures that the data will be objective and unbiased. It is also the internal evaluator's responsibility to continuously assess the instruments and rubrics so that the most reliable and valid data are acquired, analyzed, and reported.

The evaluation will be guided by Kirkpatrick's **four levels of evaluation** for an education program (SM 8E). The most basic level of assessment is to gauge a participant's **reaction** to the training experience/program. While this is a routine level of evaluation, it is very important since dissatisfaction with a training program will affect the higher levels of assessment. The internal evaluator will design instruments to conduct this level of assessment among those who participate in education programs. Hence, participants in many activities will be asked questions such as "Did you like it?" "Was it relevant?" and "Will it change your future plans?" Given the number of high-impact learning curricula targeting students in the SDSU IB Program (e.g. components of Program Element II.A), graduates of the program will be surveyed annually to collect their reaction to CIBER-supported programs. Participant reactions will also be collected for training programs that SDSU CIBER co-sponsors with other entities (e.g., Program Element IV.B). Data collected at this level will be particularly valuable in the early stages of program development. Students who participate in pilot programs, such as the embedded study abroad component of the International Financial Reporting Standards graduate-level accounting class, will be asked their opinion of the effectiveness of different elements of the program (SM 8F).



**Learning** is reflected in the increased level of knowledge, skills, abilities and other characteristics (KSAOs) as a result of a training program. The proposed activities include two types of learning evaluation. First, the development and use of CAST include ongoing evaluation of student learning. The computer test is embedded in many SDSU language courses and is used to evaluate curriculum and progress to learning outcomes. In addition, two proposed activities support better program assessment, allowing both the SDSU BS/BA and IB Program to enhance the use of student Passport Portfolios to learn about the success of their curriculum in achieving learning outcomes (Program Elements I.B and II.C.ii).

**Transfer** occurs when the acquired KSAOs are put to practice. Students earning a BS/BA, MBA, or BA in IB, will be surveyed two years after graduation to identify whether and to what degree they implemented the material they learned in their degree program. Alumni contact information will be shared with ED to allow them to independently collect data for GPRA Measure 1. Business persons and other community leaders who attend SDSU CIBER training programs will also be tracked to identify if and how they implemented the content of the training program. Business professionals participating in pre-departure language training will be surveyed after returning from trade missions to assess the impact of their language study on their experience abroad. Faculty members from SDSU and elsewhere who participate in a SDSU CIBER FDIBs (Program Element V.A.iv.a-d) will report whether and how they have implemented the content of the training program into their research or teaching.

**Results** focus on the effectiveness of the training program for the individual (increased productivity), work group (problem solving), organization (financial performance), and society (peace and prosperity). Many SDSU CIBER initiatives fall into this level. Transitioning CAST into a self-supported entity and a social venture (Program Element I.A.iv-v) will be measured by

its success in selling the software to new users. Similarly, efforts to grow the SDSU IB major will be evaluated on whether the number of incoming students declaring an IB major increases, and Faculty Research Grants (Program Elements III.A and III.B) will be assessed by the scholarly products (papers, presentations) that they generate. To evaluate the impact of program elements on the competitiveness of U.S. business, participants in some business outreach programs will be asked about the actual impact of CIBER programs. For example, small business owners participating in the Export Sales Seminar for Small Businesses (Program Element IV.B.iv.a) will be sent follow-up surveys asking whether they increased their international trade activities.

The **third and final step** of the evaluation plan is to assess the accomplishment of the overall mission by program element by year, as well as evaluate the synergies among Program Elements identified in Program Element V. This step will be accomplished by the internal evaluator in collaboration with the external evaluator, Dr. Stephan Tallman. Step 3 includes two closely related elements, both of which make use of the materials collected in Steps 1 and 2. First, the internal evaluator will conduct directed conversations with key stakeholders about the overall progress of the SDSU CIBER. Stakeholder groups include IB faculty, members of the CIBER Community College Network and CSU Consortium. Individuals will have an opportunity to respond to evaluation data, and to describe in their own words (**qualitative**) whether and to what degree the initiative has improved their KSAOs (**learning**), behavior (**transfer**), and performance (**results**). An analysis of this session will be given to the SDSU CIBER Management Team, who will use the information to take corrective action where needed (**close the loop**). The annual Advisory Council meeting will engage in a similar discussion for the same purpose. Reports on the implementation and evaluation of each initiative will also be reviewed

at the Advisory Council meetings. These meetings allow SDSU CIBER to seek approval, suggestions and feedback for corrective action to continuously improve the project.

Second, the external evaluator will use the information generated by the internal evaluator to synthetically evaluate Program Elements I-IV. This provides an additional level of rigor and brings another pair of eyes from outside the University to evaluate program outcomes. This bi-annual exercise will essentially aggregate the individual initiatives that were undertaken each year to the program element level. Dr. Stephan Tallman will evaluate each program element by using the results of each initiative within that program element. Each program element is then assessed in terms of the overall mission for that year. An additional bonus of this technique is that it keeps a running tally of the implementation and success of the multi-dimensional program.

The evaluation of the overall mission is a joint responsibility of both the internal and the external evaluators. The rubric for this exercise is given in SM 8G. With the annual running tally, the implementation and success of each program element will be assembled at the end of the grant cycle in 2018. Both evaluators will examine the matrix, and evaluate each program element over time and in the aggregate. The rightmost bottom cell will summarize the implementation and success of the entire SDSU CIBER program. This information will be reported to the Advisory Council, the University, the Dean and the U.S. Department of Education. With this comprehensive three-step evaluation plan, SDSU CIBER concludes this proposal.

## Other Attachment File(s)

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## **SAN DIEGO STATE UNIVERSITY**

### **ELIGIBILITY REQUIREMENTS SDSU CIBER ADVISORY COUNCIL**

#### **A. Establishment of the Advisory Council**

As mandated by the legislation, the SDSU CIBER Advisory Council was established to provide overall guidance to the Center's Management Team. The Advisory Council fulfills the following functions: provides critical comment and input on SDSU CIBER educational, research and business outreach activities; reviews new curriculum proposals and course content and develop international internships; assists in defining, marketing outreach seminars, collects and disseminates information on new technologies and export opportunities; and facilitates the generation of a list of guest speakers to globalize the Business curriculum.

The first planning retreat was held **January 15, 2014**. A detailed review concerning the 2014-2018 proposal and planned activities was conducted and approved at the **June 6, 2014**, Advisory Council meeting. Additionally, throughout the year individual meetings were held with various Council members in order to engage and solicit insights and inputs for the activities described in the program narrative.

#### **B. Membership**

The current Advisory Council membership appears below. Members have agreed to serve during the 2014-18 grant cycle. Biographical sketches are included in the Supplemental Materials section of the grant proposal.

##### **1. Representatives of administrative departments or offices of the university:**

- Dr. J. Dennis Cradit, Dean, College of Business Administration (Executive)
- Dr. Paul Wong, Dean, College of Arts and Letters
- Dr. Nancy Marlin, Provost, San Diego State University
- Dr. Joseph F. Johnson, Jr., Dean, College of Education
- Mr. Mark J. Ballam, Managing Director, SDSU CIBER (Ex-Officio)
- Ms. Siv Della Maestra, Program Coordinator, SDSU CIBER (Ex-Officio)

##### **2. Faculty representatives of the College of Business Administration:**

- Dr. Gangaram Singh, Professor of Management, SDSU CIBER Director
- Dr. Nikhil Varaiya, Professor of Finance and Director, Graduate Business Programs
- Dr. Martina Musteen, Associate Professor of Management and SDSU CIBER Research Director
- Dr. Andrew Baker, Assistant Professor of Marketing
- Dr. Victoria Krivogorsky, Professor of Accountancy

**3. Faculty representatives of international studies or foreign language schools or departments:**

- Dr. Mary Ann Lyman-Hager, Director, Language Acquisition Resource Center, Professor of French and European Studies
- Dr. Ramona Perez, Director, International Business Program, Professor of Anthropology
- Dr. Li-Rong Lilly Cheng, Managing Director, Confucius Institute at SDSU

**4. Faculty representatives from other professional schools or departments:**

- Mr. Noah Hansen, Director, International Student Center
- Dr. C. Janie Chang, Director of the Charles W. Lamden School of Accountancy
- Dr. Catalina Amuedo-Dorantes, Professor, Department of Economics
- Mr. Bernhard Schroeder, Director, Lavin Entrepreneurship Center
- Dr. Doreen Mattingly, Associate Professor, Department of Women's Studies
- Dr. J. Luke Wood, Assistant Professor, College of Education, Interwork Institute
- Dr. Cristian Aquino-Sterling, Assistant Professor, College of Education

**5. Representatives of local or regional businesses or firms:**

- Mr. Steve Cushman, President, Cush Enterprises, Chair, College of Business Administration Board
- Ms. Leni Preciado, Senior Vice President, HSBC Bank, USA, Vice-Chair WTC San Diego
- Ms. Nancy Nicholson, Director, International Relations Office, World Trade Center San Diego
- Dr. Christina Luhn, Director, Cali-Baja Mega Region Initiative
- Mr. Sean Barr, Vice President Economic Development, San Diego Regional EDC
- Mr. Peter Shaw, Principal, Shaw Management Advisors International, LLC
- Mr. Rodney Lanthorne, President (ret.) and Chairman, Kyocera International, Inc.
- Mr. Allen Vigil, Director International Business Development, Grupo-Logistics, Inc.

**6. A representative appointed by the Governor of California whose responsibilities include state-sponsored trade-related activities:**

- Mr. Kish Rajan, Director, California Governor's Office of Business and Economic Development

**7. Other members the institution of higher education deems appropriate:**

- Mr. Timothy E. Kelly, President & CEO, Imperial Valley Economic Development Corporation and President, Team California
- Mr. Bo Reed, Chairman, San Diego and Imperial District Export Council
- Mr. Matt Andersen, Director, U. S. Export Assistance Center, San Diego
- Ms. Peggy Fleming, President and CEO, German-American Chamber of Commerce California
- Dr. Camille Shuster, Professor of Marketing, California State University - San Marco
- Dr. Sylva Dvorak, Partner, One World Projects, Inc.
- Mr. Ryan Vanshur, Student and President of SDSU International Business Society

**8. A representative from a two-year junior college:**

- Dr. Victor Castillo, Director & Deputy Sector Navigator, Southwestern Community College

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## CIBE Assurance Form

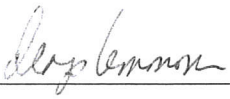
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**INSTRUCTIONS:** Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Dena Remmons Dir. Division of Research Affairs  
Name and Title of Authorized Representative

  
Signature

7.1.14  
Date



**TONI ATKINS**  
SPEAKER OF THE ASSEMBLY

June 26, 2014

Dr. Timothy Duvall, Senior Program Officer  
International and Foreign Language Education  
U.S. Department of Education, OPE  
1990 K Street, NW, Room 6069  
Washington, DC 20006-8521

Dear Dr. Duvall,

I write in strong support of San Diego State University's Center for International Business Education Program (SDSU CIBER) grant application for funding under the 2014-18 grant cycle. International trade and investment are a critical component for California's economic growth and engine for creating jobs.

In 2012, goods exports accounted for 8.1 percent of California's Gross Domestic Product. California ranked second in the United States in goods exports in 2013, with an estimated value of \$168.1 billion, and California leads the nation in attracting foreign direct investment. International trade supported 4.4 million California jobs, and foreign-owned companies employed over 590,100 workers in California.

SDSU CIBER prepares business executives for the international marketplace, serving as a national resource for teaching international business and critical foreign language instruction. The SDSU CIBER program prepares our California workforce for the global marketplace by providing learning and research opportunities.

SDSU CIBER coordinates meaningful opportunities for students to work closely with state agencies, trade organizations, local chambers of commerce, community organizations and private sector business leaders to create experiences that will enhance students' employment prospects.

The program SDSU CIBER has outlined for 2014-18 provides several educational, outreach and research programs designed to address the trade related needs of our community. Their proposal includes a wide range of responsive initiatives to further promote international trade. Their valuable contribution will ensure our educational institutions continue to prepare graduates who arrive in our nation's work places equipped with real world skills for this globalized economy.



Dr. Duvall  
Page 2  
June 26, 2014

SDSU CIBER is well poised to play an integral part in our state's economic progress. I urge your support of the SDSU CIBER 2014-18 grant proposal.

Warmly,



TONI G. ATKINS  
Speaker of the Assembly  
78<sup>th</sup> Assembly District

TGA:ds

SUSAN A. DAVIS  
53RD DISTRICT, CALIFORNIA

WASHINGTON OFFICE:  
1526 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-2040

SAN DIEGO OFFICE:  
2700 ADAMS AVENUE, SUITE 102  
SAN DIEGO, CA 92116  
(619) 280-5353

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-0553**

COMMITTEES:  
ARMED SERVICES  
SUBCOMMITTEES:  
MILITARY PERSONNEL, RANKING MEMBER  
SEAPOWERS AND PROJECTION FORCES  
EMERGING THREATS AND CAPABILITIES  
EDUCATION AND THE WORKFORCE  
SUBCOMMITTEES:  
EARLY CHILDHOOD, ELEMENTARY AND  
SECONDARY EDUCATION  
HIGHER EDUCATION  
AND WORKFORCE TRAINING

June 22, 2014

Dr. Timothy Duvall, Senior Program Officer  
International and Foreign Language Education  
U.S. Department of Education, OPE  
1990 K Street, NW, Room 6069  
Washington, DC 20006-8521

Dear Dr. Duvall:

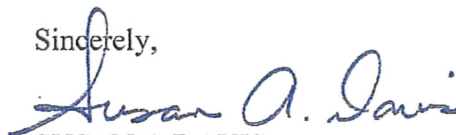
I am pleased to lend my support to San Diego State University's (SDSU) application for federal funding under the Centers for International Business Education (CIBER) Program.

SDSU is the largest university in the San Diego region and the fifth largest in California. Designated in 2012 by the U.S. Department of Education as a Hispanic-Serving institution (HSI), SDSU ranks No. 20 in the nation for racial diversity and among the top universities for economic diversity. SDSU is committed to cultivating our nation's future intellectual leaders and preparing students for the global marketplace of the twenty-first century.

SDSU CIBER Program is designed to make contributions in all areas of international business research and teaching. This grant funding will provide many innovative educational initiatives and will contribute to quality, accountability and transparency. Their emphasis on language and cultural education as well as business and economics is one of the main reasons why SDSU CIBER is such an important resource.

As a member of the House Education and Workforce Committee, I appreciate the work of SDSU to serve the diverse activities relating to international business education and research, language training, and executive education outreach programs for various constituents. Thank you for the opportunity to lend my support to their grant application. I hope you will give their application your fullest consideration.

Sincerely,

  
SUSAN A. DAVIS  
Member of Congress

PRINTED ON RECYCLED PAPER



San Diego State University  
5500 Campanile Drive  
San Diego, CA 92182-8000  
Tel: 619 594-5201  
Fax: 619 594-8894

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THE PRESIDENT

June 10, 2014

Dr. Timothy Duvall, Senior Program Officer  
International and Foreign Language Education  
U.S. Department of Education, OPE  
1990 K Street, NW, Room 6069  
Washington, DC 20006-8521

Dear Dr. Duvall:

We strongly support the Center for International Business Education and Research (CIBER) at San Diego State University (SDSU) as it submits the enclosed proposal for grant funding.

As the oldest and largest university in the San Diego region, SDSU plays a critical role in educating San Diego's future global citizens. SDSU was recently named one of the country's top "Up-and-Coming Schools" and is characterized by the Carnegie Foundation as a research university with high research activity. We have also been designated as a Hispanic Serving Institution.

The SDSU CIBER program pursues a mandate of global research and education with both passion and perseverance, a level of effort noted by *U.S. News & World Report* which ranked our undergraduate International Business Program as eight in the nation - just after University of California - Berkeley and Northeastern University. This is impressive national recognition for such a young degree program having placed its first graduates in the marketplace in 1993. This recognition is testament to the bold and innovative approaches to international business education that are a hallmark of SDSU CIBER.

In addition to our nationally recognized programs, we are proud to note that SDSU CIBER is in capable hands under the direction of Dr. Gangaram Singh, Dr. Martina Musteen Claasen and Mr. Mark J. Ballam, as Managing Director. Their diligence and dedication to academic rigor, commitment to internationalizing our entire campus and designing collaborative programs with other institutions of higher education have helped San Diego State University gain a national reputation as a university of the highest caliber.

In this proposal, SDSU CIBER has developed an inclusive, transparent and accountable process in the design and administration of its programs. As such, San Diego State University will continue to support SDSU CIBER's efforts in every way possible, and we urge you to give the enclosed proposal your favorable consideration.

With best regards,

Elliott Hirshman  
President

Nancy A. Marlin  
Provost





**SAN DIEGO STATE  
UNIVERSITY**

**Office of the Dean**

College of Business Administration  
5500 Campanile Drive  
San Diego, CA 92182-8230  
Phone: (619) 594-1575  
Fax: (619) 594-1573  
Email: [dcredit@mail.sdsu.edu](mailto:dcredit@mail.sdsu.edu)

June 25, 2014

Dr. Timothy Duvall, Senior Program Officer  
International and Foreign Language Education  
U.S. Department of Education, OPE  
1990 K Street, NW, Room 6069  
Washington, DC 20006-8521

Dear Dr. Duvall:

I am writing to offer my unqualified support for the attached grant proposal. The College of Business Administration, benefits tremendously from the presence of a federally supported National Resource Center within its organizational structure. The Center is poised to be a true and effective catalyst in internationalizing faculty and students as well as globalizing our core business undergraduate and graduate programs and other allied programs.

At San Diego State University, our College of Business Administration contributes to one of the most dynamic regions in the nation -- and the world. SDSU CIBER has outlined creative multidisciplinary partnerships which enhance international business education and leverage the strengths of SDSU's business, area studies, and language programs.

SDSU CIBER's initiatives for 2014-2018, establish new avenues of research, educational programming, and business outreach programs which are innovative and further develop a collaborative model for international business education and outreach. I have reviewed these initiatives and am pleased to let you know they have received the highest endorsement from the SDSU CIBER Advisory Council.

The SDSU CIBER grant proposal has the full commitment of the College of Business Administration Advisory Board, the Office of the Dean, the faculty and its deliberative bodies, as well as the support of the central administration at San Diego State University. I respectfully request your favorable consideration of our application.

With my best regards,

J. Dennis CREDIT, Ph.D.  
Dean



June 9, 2014

Dr. Timothy Duvall, Senior Program Officer  
International and Foreign Language Education  
U.S. Department of Education, OPE  
1990 K Street, NW, Room 6069  
Washington, DC 20006-8521

Dear Dr. Duvall:

I'm writing to express my full support of San Diego State University's application for a grant under the Centers for International Business Education program.

The U.S. Department of Commerce and U.S. Commercial Service, through its U.S. Export Assistance Centers located in the United States and across the globe, are dedicated to helping American companies succeed globally. My organization has been an active and integral partner of the SDSU CIBER Advisory Council. The Council has assisted and guided in the development of this grant proposal.

The programs and activities offered under the 2014-18 SDSU CIBER program greatly enhance and complement our efforts that further the National Export Initiative. For example, the leadership role SDSU CIBER will take in coordinating the CIBER-wide collective effort to promote university collaboration with the National District Export Council will help strengthen the international skills and expertise that make our nation more competitive while providing great benefits to students and companies.

I am delighted to offer you our strong commitment in support of SDSU CIBER and their proposed program of activities for the 2014-18 grant period. I look forward to our ongoing collaboration and am pleased to offer guidance and support as SDSU CIBER implements the wide range of new initiatives that serve to enhance the overseas competitiveness of our local and regional firms.

Thank you for your kind consideration.

Sincerely,

Matthew Andersen  
Director, U.S. Commercial Service  
San Diego and Imperial Region  
U.S. Department of Commerce, International Trade Administration



## SAN DIEGO STATE UNIVERSITY

### SIGNIFICANT RANKINGS AND DISTINCTIONS

Renowned for its academic excellence, San Diego State University is home to top-ranking programs in international business, entrepreneurship, speech-language pathology, geography and other areas. Below are just a few highlights of the significant rankings and distinctions SDSU has received over the past decade.

- SDSU has been designated a "research university with high research activity" by the Carnegie Foundation. Peers in this group include George Washington University, Syracuse University, Texas Tech University and the University of Oregon.
- In 2012-2013, SDSU awarded 6,109 Bachelor's degrees, 1,823 Master's degrees and 111 Joint Doctoral degrees.
- SDSU is the largest university in San Diego and the fifth largest in California.
- SDSU is ranked No. 14 on the list of Up-and-Coming Schools according to *U.S. News & World Report's* annual ranking of America's Best Colleges, having risen higher in the rankings than any other university in the nation over the last three years. (2013)
- SDSU was ranked in the top public schools by *U.S. News & World Report*. (2013)
- SDSU's 86% retention rate and 67% graduation rate are several points higher than many of its peer institutions. (2013)
- SDSU ranked No. 11 in the national for graduates with the least debt by *U.S. News & World Report*. (2013)

SDSU's Nationally Recognized Academic Programs include:

- ***Administration, Rehabilitation and Postsecondary Education***  
SDSU's rehabilitation counseling program ranks No. 9 in the nation according to U.S. News and World Report's "America's Best Graduate Schools 2011 Guide."
- ***Biology***  
SDSU is ranked among the nation's top biological sciences program, according to U.S. News and World Report's "America's Best Graduate Schools 2008."
- ***Business***  
SDSU is ranked among the nation's best undergraduate business programs according to *U.S. News and World Report's* "America's Best Colleges 2013" and top best graduate program according to "America's Best Graduate Schools Guide."
- ***Chicana/Chicano Studies***  
SDSU ranked No. 7 among Hispanic Studies programs nationwide for bachelor's degrees awarded to Hispanics according to Hispanic Outlook in Higher Education's "Top 100 Colleges for Hispanics," May 2009

Supplemental Materials 3A, Page 1



- ***Computational Sciences***  
SDSU's joint doctoral program in computational sciences (with Claremont Graduate University) ranked No. 9 in the country in the 2006–2007 Faculty Scholarly Productivity Index rankings of best doctoral programs nationwide by Academic Analytics.
- ***English and Comparative Literature***  
SDSU ranked No. 4 among English literature programs nationwide for bachelor's degrees awarded to Hispanics according to Hispanic Outlook in Higher Education's "Top 100 Colleges for Hispanics," May 2009
- ***Entrepreneurship***  
SDSU was ranked No. 27 in entrepreneurship according to U.S. News & World Report's "America's Best Graduate Schools 2008."
- ***Geography***  
SDSU's joint doctoral program in geography (with UCSB) ranked No. 9 in the country in the 2007-08 Faculty Scholarly Productivity Index rankings of best doctoral programs nationwide by Academic Analytics.
- ***International Business***  
SDSU's undergraduate international business program ranked among the most elite in the country at No. 8. in the nation, according to *U.S. News and World Report's* "America's Best Colleges 2013."
- SDSU's international business graduate (MSBA) program ranks No. 20 in the nation, according to U.S. News and World Report's "America's Best Graduate Schools 2010."
- The international business program at SDSU is one of the largest undergraduate international business programs in the country.
- ***Mathematics***  
SDSU's joint doctoral program in math and science education (with UCSD) ranked No. 2 in the country in the 2007-08 Faculty Scholarly Productivity Index rankings of best doctoral programs nationwide by Academic Analytics. --November 2009  
San Diego State University's joint-doctoral program in mathematics (with UCSD) was ranked No. 7 in the nation by the American Mathematical Society in November 2007.
- ***Nursing***  
SDSU's master of science in nursing is ranked among the nation's best top schools, according to U.S. News and World Report's "America's Best Graduate Schools 2011."
- SDSU's nursing midwifery master's degree ranks No. 29 in the nation, according to U.S. News and World Report's "America's Best Graduate Schools 2011."
- ***Psychology***  
SDSU ranked No. 4 among psychology programs nationwide for bachelor's degrees awarded to Hispanics according to Hispanic Outlook in Higher Education's "Top 100 Colleges for Hispanics," May 2009
- ***Public Affairs***  
SDSU's School of Public Affairs is one of the top public affairs programs in the nation, according to *U.S. News and World Report's* "America's Best Graduate Schools 2012."
- ***Public Health***  
SDSU's Graduate School of Public Health is ranked No. 30 in the country in the 2011 according to *U.S. News and World Report's* "America's Best Graduate Schools 2011."





- **Clinical Psychology**  
SDSU's Graduate School of Clinical Psychology is ranked No. 26 according to *U.S. News and World Report's "America's Best Graduate Schools 2012."*
- **Audiology**  
SDSU's Graduate School of Audiology is ranked No. 27 according to *U.S. News and World Report's "America's Best Graduate Schools 2012."*
- **Fine Arts**  
SDSU's Graduate School of Fine Arts is ranked No. 72 according to *U.S. News and World Report's "America's Best Graduate Schools 2012."*

### **Diversity**

- SDSU ranks No. 18 in the nation for campus ethnic diversity according to *U.S. News & World Report's*, "America's Best Colleges 2012."
- SDSU ranks No. 20 in the nation for bachelor's degrees awarded to minorities, according to the June 2012 issue of *Diverse Issues in Higher Education*, which listed the top 100 colleges and universities for minorities. Also, SDSU ranked No. 49 nationwide for master's degrees awarded to minorities.
- SDSU is No. 11 in the nation and No. 4 in California for bachelor's degrees awarded to Hispanics, according to the May 2012 issue of *Hispanic Outlook in Higher Education*, which listed the top 100 colleges and universities for Hispanics.
- SDSU ranks as 5 of 5 Stars for LGBT Friendly Campuses nationwide, according to CampusPride.org in July 2010 and 2011.
- SDSU ranks in the top Colleges for Native Americans, according to *Winds of Change* magazine 2011-2012
- Graduation rates for ethnically diverse students are up from 33 percent in 2002 to 65 percent in 2010—exceeding the rate of increase by students as a whole.
- SDSU is recognized as one of the nation's top employers for women by Professional Women's Magazine 2010-2011
- SDSU is No. 10 in the nation and No. 4 in California for bachelor's degrees awarded to Hispanics. The university also ranks No. 29 in the nation for master's degrees awarded to Hispanics and No. 58 in the nation for doctoral degrees awarded to Hispanics – *Top 100 Colleges for Hispanics*, *Hispanic Outlook in Higher Education*, May 2009
- SDSU currently ranks No. 13 in the nation for bachelor's degrees conferred to ethnic minorities – *U.S. News & World News Report's "America's Best Colleges 2014 Guide"*
- SDSU ranks No. 21 in the nation for graduate schools enrolling Hispanics according to *Hispanic Outlook in Higher Education*, April 2009
- SDSU ranks No. 20 in the nation for racial diversity according to *US News & World Report "America's Best Colleges 2010,"*
- SDSU ranks among the top universities for economic diversity according to *U.S. News & World Report's "America's Best Colleges 2010"*
- *Hispanic Network Magazine* ranked SDSU among the "Best of the Best" colleges and universities in 2014 in relation to outreach and accessibility to the Hispanic/Latino, African American, Veteran and Female population.





- SDSU ranks No. 25 in the nation in comparison to other large public universities for bachelor's degrees in engineering awarded to Hispanics.
- The university ranked in the top 20 schools in the nation for ethnic diversity according to *U.S News & World Report's* "America's Best Colleges 2013"
- SDSU graduation rates for Latino students nearly doubled from 31.4 percent in 2002 to 58.8 percent in 2011 according to the *Education Trust Higher Education Practice Guide*.

### **International**

- SDSU ranks No. 2 among universities of its type nationwide and No. 1 in California for students studying abroad as part of their college experience according to the Institute of International Education, November 2008.
- SDSU won the 2002 Heiskell Award in Study Abroad by the Institute of International Education.
- SDSU is the first U.S. university to offer a transnational triple degree program in international business. In fact, SDSU has the only two such programs in the country. Undergraduate students earn degrees from SDSU and universities in Mexico and Canada in the CaMexUs program, or degrees from SDSU, Mexico and Chile in the PanAmerica program.
- SDSU and Universidad Autónoma de Baja California in Mexico offered the first transnational dual degree between the United States and Mexico, in 1994, through the Mexus/International Business program. SDSU's international business program also runs transnational dual degree programs with Brazil, Canada, Chile and Mexico.
- SDSU's Language Acquisition Resource Center is one of nine sites selected by the U.S. Department of Education to serve as a National Language Resource Center.
- SDSU's American Language Institute is one of the largest university-based English as a Second Language (ESL) learning programs in the U.S.
- SDSU's International Security and Conflict Resolution (ISCOR) major is the first of its kind in California.
- SDSU ranked No. 17<sup>th</sup> as leading institution by long-term duration of study abroad, and No. 19 by short term duration of study abroad according to the Institute of International Education, 2012

### **Research**

- SDSU is ranked as the No. 1 most productive research university among schools with 14 or fewer Ph.D. programs based on the Faculty Scholarly Productivity Index.
- SDSU faculty received nearly \$116 million in grants and contracts for research and administering programs during fiscal year 2012–2013.
- SDSU received more than \$29 million in research funding from the National Institutes of Health alone in 2008–2009, a record for the university.
- SDSU's MS in regulatory affairs – a key area of the biotech industry – is one of only two programs of its kind in the country and is considered the most comprehensive.
- SDSU ranks in the top 50 undergraduate degree producers for minorities receiving bachelor's degrees in biological and biomedical sciences.



## Community Service

- SDSU is a recognized leader in innovative efforts to improve urban K-12 education. SDSU's programs in this area include:
  - **City Heights Educational Collaborative.** The City Heights Educational Collaborative, begun in 1998, is a unique, ongoing partnership between SDSU, the San Diego Unified School District, the San Diego Education Association and Price Charities. The primary goals of the Collaborative are to positively impact the academic achievement of students in three City Heights schools - Rosa Parks Elementary, Monroe Clark Middle and Hoover High - and to improve upon the way educational professionals working in the inner-city are trained and supported. F
  - **National Center for Urban School Transformation.** The National Center for Urban School Transformation at SDSU works to help urban school districts and their partners transform urban schools into places where all students achieve academic proficiency, evidence a love of learning, and graduate well prepared to succeed in post-secondary education, the workplace, and their communities. The center identifies successful urban schools nationwide and brings their best practices to support other urban schools in creating model high-performing schools.
  - **SDSU Compact for Success and College Avenue Compact.** The Compact for Success officially launched in 2000 when the first group of 7th-grade students enrolled in the program. San Diego State University partnered with the Sweetwater Union High School District (SUHSD) to create a program that would bring new educational opportunities to Sweetwater graduates. Students participating in the Compact for Success Program would focus on meeting 5 benchmarks. All Sweetwater HS students meeting these benchmarks would be guaranteed admission to SDSU.
- **SDSU's Coastal and Marine Institute**, established in 1991, was created to study processes that affect the coastal and marine environment, to educate students and the public, and to provide advice on the wise use and management of natural resources. The new Coastal Waters Laboratory on San Diego Bay is a powerful tool for SDSU scientists who are researching environmental problems up and down the coast of southern California.
- **KPBS**, owned and operated by SDSU, is rated among the top 10 public broadcasting stations in the U.S. For more information visit <http://www.kpbs.org>
- SDSU was one of top two CSU schools for recruiting **Peace Corps volunteers** and among the top 25 nationally in its ranking category in 2013.



## **LEGEND FOR NOMENCLATURE AND ACRONYMS**

### *Purposes of the CIBER Program (Section 612(a)(1))*

<b>National and Regional Resource</b>	Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is conducted.
<b>Critical Languages &amp; International Fields</b>	Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of U.S. trading partners.
<b>Research and Training</b>	Provide research and training in the international aspects of trade, commerce, and other fields of study.
<b>Training to Students</b>	Provide training to students enrolled in the institution, or combination of institutions, in which a Center is located.
<b>Regional Resource to Business</b>	Serve as regional resources to the local business community by offering programs and providing research designed to meet the international training needs of these businesses.
<b>Academic Outreach</b>	Serve other faculty, students, and institutions of higher education located within the region.

### *Programmatic Requirements of the CIBER Program Section 612(c)(1)*

<b>Language &amp; International Studies</b>	Interdisciplinary programs which incorporate foreign language and international studies training into business, finance, management, communications systems, and other professional curricula.
<b>Business Training</b>	Interdisciplinary programs which provide business, finance, management, communications systems, and other professional curricula.
<b>Intensive Training</b>	Evening or summer programs, such as intensive language programs, available to the members of the business community and other professionals, which are designed to develop or enhance their international skills, awareness, and expertise.
<b>Collaboration</b>	Collaborative programs, activities, or research involving other institutions of higher education, location educational agencies, professional associations, businesses, firms or combinations thereof, to promote the development of international skills, awareness and expertise among current and prospective members of the business community and other professionals.
<b>Curriculum Research</b>	Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula.
<b>Competitiveness Research</b>	Research designed to promote the international competitiveness of American businesses and firms, including those not currently active in international trade.



## Supplemental Material 3B: Legend for Nomenclature and Acronyms

<i>Priority</i>	<i>Description</i>
<b>Competitive Preference Priority #1</b>	Collaboration with one or more professional associations and/or businesses on activities designed to expand employment opportunities for international business students, such as internships and work-study opportunities.
<b>Competitive Preference Priority #2</b>	Significant and sustained collaborative activities with one or more MSIs and/or with one or more community colleges. Activities designed to incorporate international, intercultural, or global dimensions into the business curriculum of the MSI and/or community college.
<b>Invitational Priority #1</b>	Programs or activities focused on language instruction or performance testing and assessment for any of the seventy-eight (78) languages deemed critical on the U.s. Department of Education's list of Less Commonly Taught Languages (LOCTLs).
<b>Invitational Priority #2</b>	Collaborative activities and partnerships with institutions in Sub-Saharan Africa, South Asia, or Southeast Asia.

<i>Acronym</i>	<i>Full Title</i>
<b>AAC&amp;U</b>	<b>Association of American Colleges and Universities</b>
<b>AACSU</b>	<b>American Association of State Colleges and Universities</b>
<b>AACSB</b>	<b>Association to Advance Collegiate Schools of Business</b>
<b>AIB</b>	<b>Academy of International Business</b>
<b>ALI</b>	<b>American Language Institute</b>
<b>BAC</b>	<b>Business Advising Center</b>
<b>BIS</b>	<b>Bureau of Industry and Security</b>
<b>BRIC</b>	<b>Brazil, Russia, India, China</b>
<b>BS/BA</b>	<b>Bachelor of Science in Business Administration</b>
<b>CAL</b>	<b>College of Arts and Letters at SDSU</b>
<b>CAST</b>	<b>Computer Assisted Screening Tool</b>
<b>CBA</b>	<b>College of Business Administration at SDSU</b>
<b>CC</b>	<b>Community College</b>
<b>CES</b>	<b>College of Extended Studies at SDSU</b>
<b>CGI</b>	<b>Corporate Governance Institute</b>
<b>CIBE</b>	<b>Centers for International Business Education</b>
<b>CIBER</b>	<b>Center for International Business Education and Research</b>
<b>CLAS</b>	<b>Center for Latin American Studies</b>
<b>CTL</b>	<b>Center for Teaching and Learning</b>
<b>CSU</b>	<b>California State University System</b>
<b>CUIBE</b>	<b>Consortium of Undergraduate International Business Education</b>
<b>FDIB</b>	<b>Faculty Development in International Business Program</b>
<b>FDP</b>	<b>Faculty Development Program</b>
<b>F-SIBMP</b>	<b>Faculty-Student International Business Mentorship Program</b>
<b>GCC</b>	<b>Global Competitiveness Council – San Diego Export Initiative</b>
<b>GPRA</b>	<b>The Government Performance and Results Act</b>
<b>HBCU</b>	<b>Historically Black Colleges and Universities</b>



<b>HEA</b>	<b>Higher Education Act</b>
<b>HSI</b>	<b>Hispanic Serving Institutions</b>
<b>HTM</b>	<b>Hospitality and Tourism Management at SDSU</b>
<b>IB</b>	<b>International Business</b>
<b>IBOD</b>	<b>International Business Opportunity Development</b>
<b>IFRS</b>	<b>International Financial Reporting Standards</b>
<b>IPS</b>	<b>International Programs Summit</b>
<b>IRIS</b>	<b>International Resource Information System</b>
<b>ITS</b>	<b>Instructional Technology Services</b>
<b>JIBS</b>	<b>Journal of International Business Studies</b>
<b>KSAOs</b>	<b>Knowledge, Skills, Abilities and Other Characteristics</b>
<b>LARC</b>	<b>Language Acquisition Resource Center</b>
<b>LCTLs</b>	<b>Less Commonly Taught Languages</b>
<b>LEAP</b>	<b>Liberal Education and America's Promise</b>
<b>LEC</b>	<b>Lavin Entrepreneurship Center at SDSU</b>
<b>MIS</b>	<b>Management Information Systems at SDSU</b>
<b>MSI</b>	<b>Minority Serving Institution</b>
<b>NAFSA</b>	<b>Association of International Educators</b>
<b>NDEC</b>	<b>National District Export Council</b>
<b>NRC</b>	<b>National Resource Center</b>
<b>PACIBER</b>	<b>Pacific Asian Consortium for International Business Education and Research</b>
<b>PMF</b>	<b>Performance Measure Form</b>
<b>SANDAG</b>	<b>San Diego Association of Governments</b>
<b>SDSU</b>	<b>San Diego State University</b>
<b>SDIDEC</b>	<b>San Diego and Imperial Valley District Export Council</b>
<b>SDSU CIBER</b>	<b>Center for International Business Education and Research at SDSU</b>
<b>SDSU IVC</b>	<b>SDSU's Imperial Valley Campus</b>
<b>SLOs</b>	<b>Student Learning Outcomes</b>
<b>SSRL</b>	<b>Social Science Research Laboratory</b>
<b>ED</b>	<b>United States Department of Education</b>
<b>WTCSD</b>	<b>World Trade Center San Diego</b>
<b>ZIC</b>	<b>Zahn Innovation Center at SDSU</b>



Supplemental Materials 3C: Meeting the Authorizing Statute

		Statutory Purposes 612 (a)(1)						Man	
		National and Regional Resource	Critical Language & International Field	Research and Training	Training to Students	Regional Resource to Business	Academic Outreach	Language & International Studies	Business Training
<b>Administrative/Programmatic Budget Allocations</b>									
<b>I.</b>	<b>Program Element I: Foreign Language Assessment and Education</b>								
A.	Computer Assisted Screening Tool (CAST)								
	(i) Add Levantine Dialect	◆	◆	◆	◆	◆	◆	◆	◆
	(ii) Enhancement for Pedagogical Proficiency	◆	◆					◆	
	(iii) Pre-Internship Assessment for IB Students	◆	◆		◆			◆	
	(iv) Create Self-Support Model	◆							
	(v) Incubate Social Venture	◆				◆			
B.	IB Student Portfolio (High-Impact Learning Activities)	◆	◆		◆			◆	
C.	Language Training Modules								
	(i) Pre-departure Language Training for Business Professionals								
	a. Chinese	◆	◆			◆		◆	◆
	b. German	◆	◆			◆		◆	◆
	c. Japanese	◆	◆			◆		◆	◆
	d. Spanish	◆	◆			◆		◆	◆
	(ii) Business Language for Military Veterans	◆	◆			◆		◆	◆
	Faculty Development Programs (FDP)								
	(iii) Community Colleges	◆					◆		
	(iv) California State Universities	◆					◆		
D.	CIBER Business Language Conference	◆	◆				◆	◆	
<b>II.</b>	<b>Program Element II: Integrated High-Impact Learning Curriculum</b>								
A.	Undergraduate IB Curriculum								
	(i) First-Year Seminar	◆	◆	◆	◆			◆	
	(ii) Study/Internship Opportunities in Brazil and Jordan	◆	◆		◆			◆	
	(iii) Repository for IB Internships Abroad	◆	◆		◆			◆	
	(iv) IB Capstone Case Competition	◆		◆	◆				



Supplemental Materials 3C: Meeting the Authorizing Statute

		National and Regional Resource	Critical Language & International Field	Research and Training	Training to Students	Regional Resource to Business	Academic Outreach	Language & International Studies	Business Training
	<b>Administrative/Programmatic Budget Allocations</b>								
	(v) International Study/Internship Returnee Conference	◆			◆				
B.	Growing IB Program								
	(i) K-12 Outreach Initiative	◆					◆		
	(ii) Community College Outreach Initiative	◆					◆		
	(iii) IB Career Fair	◆							
C.	BS/BA Business Program								
	(i) Global Module First-Year Seminar	◆	◆	◆	◆			◆	
	(ii) Passport Portfolio								
	a. IB Learning Community	◆	◆		◆			◆	
	b. Short-term Study Abroad								
	1. China	◆	◆		◆			◆	
	2. France	◆	◆		◆			◆	
	3. Israel	◆	◆		◆			◆	
	4. Spain	◆	◆		◆			◆	
D.	Graduate Curriculum								
	(i) Five-Year IB/MBA Program	◆	◆		◆	◆	◆	◆	◆
	(ii) Global Business Project	◆	◆		◆	◆	◆		
	(iii) International Financial Reporting Standards (IFRS) Course International Experience Component	◆	◆	◆	◆	◆	◆	◆	◆
	(iv) Pre-departure Education Module								
	a. Sports Management MBA	◆	◆		◆			◆	
	b. Executive MBA	◆	◆		◆	◆		◆	◆
E.	Building the Nexus Between Education and Entrepreneurship								
	Asia focus	◆		◆	◆	◆			
	(ii) Small Business Consulting to Develop Export Capabilities	◆		◆	◆	◆			
	(iii) International Business Opportunity Development (IBOD) Consulting Projects	◆	◆	◆	◆	◆		◆	
F.	Global Internship Conference	◆			◆				

Supplemental Materials 3C: Meeting the Authorizing Statute

		National and Regional Resource	Critical Language & International Field	Research and Training	Training to Students	Regional Resource to Business	Academic Outreach	Language & International Studies	Business Training
<b>Administrative/Programmatic Budget Allocations</b>									
<b>III. Program Element III: Scholarly IB Research Cluster</b>									
A.	Faculty IB Research Grant Program (open-call)	◆		◆		◆			
B.	Faculty IB Research Grant Program (detailed)								
	(i) International Entrepreneurship	◆		◆		◆			
	(ii) International Social Entrepreneurship	◆		◆		◆			
	(iii) Corporate Social Responsibility								
	a. International Commercialization of Green Technology	◆		◆		◆			
	b. Ecotourism	◆		◆		◆			
	c. Reduction of Global Poverty	◆		◆		◆			
	(iv) Software Piracy in Developing Economies	◆		◆		◆			
	(v) Globally Distributed Workforce	◆		◆		◆			
C.	Student Research Symposium IB Research Track	◆		◆		◆			
D.	Faculty-Student IB Mentorship Program (F-SIBMP)	◆		◆					
E.	Industry Clusters Study	◆		◆		◆			
F.	IB Index	◆		◆		◆			
G.	Dissemination								
	(i) IB Faculty Research Directory	◆		◆		◆			
	(ii) IB Study Group	◆		◆					
	(iii) Journal of International Business Studies (JIBS)	◆		◆		◆	◆		
	(iv) Academy of International Business (AIB)	◆		◆		◆	◆		
	(v) Pacific Asian Consortium for International Business Education and Research (PACIBER)	◆		◆		◆	◆		
<b>IV. Program Element IV: Outreach to the Community</b>									
A.	Academic Outreach								
	(i) CIBER Community College Network	◆					◆		
	(ii) CSU Consortium								





Supplemental Materials 3C: Meeting the Authorizing Statute

		National and Regional Resource	Critical Language & International Field	Research and Training	Training to Students	Regional Resource to Business	Academic Outreach	Language & International Studies	Business Training
	<b>Administrative/Programmatic Budget Allocations</b>								
	a. Research Fellow Program	◆		◆			◆		
	b. IB Faculty and Administrators Quarterly Meetings	◆					◆		
	(iii) Western Regional CIBER Consortium	◆					◆		
	(iv) Faculty Development in International Business (FDIB)								
	a. Training Faculty to Lead Short-Term Study Abroad	◆	◆	◆			◆	◆	
	b. Green Business to Australia	◆	◆				◆	◆	
	c. Japan	◆	◆				◆	◆	
	d. China	◆	◆				◆	◆	
	e. PACIBER FDIB Minority Serving Institutions (MSI) and Community Colleges	◆	◆				◆	◆	
	(v) Consortium of Undergraduate IB Education (CUIBE)	◆					◆		
	(vi) CIBER Undergraduate IB Case Competition	◆			◆		◆		
B.	Business Outreach								
	(i) National District Export Council (NDEC) Annual Conference	◆				◆			◆
	(ii) San Diego Export Initiative	◆				◆			◆
	(iii) Collaboration with the World Trade Center San Diego (WTCSD)								
	a. Internship Program	◆			◆	◆			
	b. Cross Cultural Business Communication Seminars	◆	◆			◆		◆	◆
	c. Global Logistics Symposium	◆				◆			◆
	d. Peace and Prosperity through Trade and Commerce Conference	◆				◆			◆
	e. Overseas Trade Missions								
	1. Australia	◆	◆			◆		◆	◆
	2. China	◆	◆			◆		◆	◆
	3. Germany	◆	◆			◆		◆	◆
	4. Mexico	◆	◆			◆		◆	◆
	e. Working Waterfront and Port Tour	◆				◆			◆
	(iv) Collaboration with U.S. Commercial Service								
	a. Export Sales Seminar for Small Businesses	◆				◆			◆



Supplemental Materials 3C: Meeting the Authorizing Statute

		National and Regional Resource	Critical Language & International Field	Research and Training	Training to Students	Regional Resource to Business	Academic Outreach	Language & International Studies	Business Training
<b>Administrative/Programmatic Budget Allocations</b>									
	b. U.S. Export Controls Seminar (2/year)	◆				◆			◆
	c. Discover Global Markets Business Forum Series	◆				◆			◆
	(v) San Diego Regional Chamber of Commerce International Committee	◆				◆			◆
	(vi) Cali-Baja Bi-National Mega Region Initiative	◆				◆			◆
	(vii) Cross Border Climate and Renewable Energy Summit: Opportunities for Trade and Investment	◆				◆			◆





**SAN DIEGO STATE UNIVERSITY**

**List of Foreign Language Offerings**

**Commonly Taught Languages**

French

German

Italian

Spanish

**Less Commonly Taught Languages**

Arabic

Arabic (Iraqi) *New*

Arabic (Levant) *New*

Bahasa Indonesian *New*

Chinese (Mandarin)

Hebrew (Modern)

Japanese

Korean *New*

Pashto

Persian (Farsi)

Portuguese *New*

Russian

Tagalog (Filipino)

Turkish *New*

Vietnamese



# STUDENT LEARNING OUTCOMES



## COLLEGE OF BUSINESS GRADUATES ARE:

**EFFECTIVE COMMUNICATORS**

**CRITICAL THINKERS**

**ETHICALLY AWARE**

**GLOBALLY COMPETENT**

**KNOWLEDGEABLE ABOUT  
BUSINESS ESSENTIALS**



**SAN DIEGO STATE  
UNIVERSITY**

College of Business Administration

## **Students who graduate from San Diego State University with a Bachelor of Science in Business Administration degree will have acquired the knowledge and skills necessary to:**

### **Communicate effectively with individuals, teams, and large groups, both in writing and orally.**

- Write well-organized and grammatically correct papers including letters, memos, case analyses, and research reports.
- Make effective oral presentations that are informative as well as persuasive, as appropriate.

### **Demonstrate effective analytical and critical thinking skills to make an appropriate decision in a complex situation.**

- Collect and organize critical data and information to solve a problem.
- Find appropriate models and frameworks to analyze information and follow logical steps to reach an effective decision.

### **Distinguish and analyze ethical problems that occur in business and society, and choose and defend ethical solutions.**

- Explain the various ethical dimensions of business decision making.
- Explain the role of various affected parties in business decision making.
- Assess the ethics of decision alternatives using different ethical decision rules.
- Apply ethical decision-making rules to cases drawn from various business sub-disciplines.

### **Demonstrate a global perspective and an understanding of the dynamics of the global economy in making decisions.**

- Identify and describe the impact of the global economy on business decisions.
- Explain and apply a global perspective in making business decisions.

### **Demonstrate an understanding of the major functional areas of Business.**

- Describe basic concepts in each major functional area of business.
- Apply techniques and theories from various areas of Business to business situations.

[www.sdsu.edu/business](http://www.sdsu.edu/business)



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Student Learning Goals

F-SMP Protégés will be able to:

- 1. Demonstrate an understanding of the research, scholarship and/or creative practices in their discipline and related subfields.
- 2. Utilize research, scholarship and/or creative practices and tools of their field to carryout their projects.
- 3. Bring appropriate skills to bear with an awareness of how one portion of a design or project will affect other aspects of their project.
- 4. Continuously monitor their own learning and seek guidance to advance their own knowledge and their project.
- 5. Work constructively with faculty mentor.
- 6. When appropriate, protégés will establish a common vision for group projects or within interdisciplinary teams.
- 7. Gather information relevant to their research, either from published sources or direct observations.
- 8. Evaluate the quality of the information obtained for their projects.
- 9. Present orally and in writing their work, vision, and/or conclusions as part of direct activities with faculty mentor and peers.
- 10. Articulate and defend their work, vision, and/or conclusions to peers and superiors at campus or regional undergraduate research, scholarship and/or creative competitions.

Note: documents in Portable Document Format (PDF) require Adobe Acrobat Reader 5.0 or higher to view; [download Adobe Acrobat Reader](#).



***CSU Institution Map and List with Minority Serving Institution (MSI) Designation***

Hispanic-Serving Institution (HSI)

Asian American Native American Pacific Islander-Serving Institution (AANAPISI)

<b>Institution Name</b>	<b>MSI Designation</b>
CSU Bakersfield	HSI
CSU Channel Islands	
CSU Chico	HSI
CSU Dominguez Hills	HSI
CSU East Bay	AANAPISI
CAU Fresno	HSI and AANAPISI
CSU Fullerton	HSI and AANAPISI
Humboldt State University	
CSU Long Beach	HSI and AANAPISI
CSU Los Angeles	HSI
California Maritime Academy	
CSU Monterey Bay	HSI
CSU Northridge	HSI and AANAPISI
California State Polytechnic University, Pomona	
CSU Sacramento	AANAPISI
CSU San Bernardino	HSI
San Diego State University	HSI
San Francisco State University	AANAPISI
San José State University	AANAPISI
California Polytechnic State University, San Luis Obispo	
CSU San Marcos	HSI and AANAPISI
Sonoma State University	
CSU Stanislaus	HSI and AANAPISI

**CSU The California State University**

**THE 23 OUTSTANDING CAMPUSES OF THE CSU**







## **SAN DIEGO STATE UNIVERSITY**

### **SDSU CIBER Collaborative/Consortia Arrangements**

#### **CIBER National Business Language Conference**

SDSU CIBER will be an active co-sponsor of the annual CIBE Business Language Conference and will continue its strong support for the annual three-day conference. In Year I of this grant period, BYU business language faculty will join other faculty across the nation to discuss issues relevant to business language teaching and IB. SDSU CIBER will help fund the attendance at least to two business language faculty members annually.

#### **CIBER-National District Export Council Initiative**

This will be an inclusive CIBER-wide collective effort to collaborate with the National District Export Council (NDEC). This initiative, spearheaded by San Diego State University, partners all CIBERs with NDEC and their Annual DEC Leadership Conference held each fall in Washington, DC. This program enables CIBERs to engage with 1500+ policy makers, business people, trade organizations and educators from across the U.S. Our involvement mobilizes the entire DEC organization (including 58 local chapters) and allows us to educate and showcase the important role the CIBERs play in strengthening the U.S. economy. This direct involvement (collective platform) will allow our CIBER to work with DEC member companies, both regionally and nationally, to offer meaningful opportunities such as internships and mentorships for our students in order to enhance their employment prospects.

*District Export Councils (DECs) are organizations of leaders from the local business community, appointed by the Secretary of Commerce, whose knowledge of international business provides a source of professional advice for local firms. For 30 years, DECs have served the United States by assisting companies in their local communities export, thus promoting our country's economic growth and creating new and higher-paying jobs for their communities. Closely affiliated with the Commerce Department's U.S. Export Assistance Centers, the 58 DECs combine the energies of nearly 1,500 exporters and export service providers who support the U.S. Government's export promotion efforts throughout the country. DEC leaders and members volunteer their time to participate in numerous trade promotion activities. They also supply specialized expertise to small and medium sized businesses that are interested in exporting. <http://districtexportcouncil.org/>*

#### **CIBER Community College Network**

The CIBER Community College Network will consist entirely of community colleges within California where SDSU CIBER will coordinate training, consultation, and faculty development relating to curriculum development as well as cultivation and improvement of course offerings at the participating institutions. The participants in this knowledge community will share best practices and explore new ways to incorporate international, intercultural, and global dimensions into their business curricula. First

members of the network will be Southwestern College, Grossmont College and Palomar College, all community colleges in the San Diego region.

### **California State University (CSU) Consortium**

Through the formation of the California State University Consortium, SDSU CIBER will host and drive the initiative to develop cutting-edge international business curriculum, as well as strengthen California's international business education through improved research. This consortium will establish a Research Fellow Program to serve as a resource for CSU faculty in the IB research efforts and host Quarterly Meetings for IB Faculty and Administrators throughout the CSU system. With 23 campuses and almost 437,000 students, the California State University is the nation's largest and most diverse system of senior higher education. 56% of CSU students are students of color (including over 136,000 Hispanic/Latino, over 65,000 Asian, and almost 21,000 African American students). Fourteen CSU campuses are Hispanic Serving Institutions (HSI), and ten are Asian American Native American Pacific Islander Serving Institutions (AANAPISI). Roughly 35% of CSU students are in the first generation in their family to attend college. Nearly 13,000 CSU students are veterans or service members and their dependents.

### **Consortium for Undergraduate International Business Education (CUIBE)**

CUIBE is a consortium of 34+ schools and universities that are AACSB accredited and have defined undergraduate International Business programs. The primary objectives of the consortium are to provide its members with an opportunity to benchmark their programs against other member schools and facilitate sharing of best practices in International Business education. The CUIBE Case Competition for undergraduate students is hosted annually by Northeastern University in Boston, Massachusetts. CUIBE member schools include: American University, Arkansas State University, Boise State University, Brigham Young University, Bryant University, Canisius College, Florida International University, George Washington University, Illinois State University, James Madison University, Loyola University New Orleans, Northeastern University, Rollins College, San Diego State University, Temple University, University of Hawaii-Mānoa, University of Memphis, University of Missouri -St. Louis, University of Oklahoma, University of Richmond, University of South Carolina, University of Tulsa, Villanova School of Business, Washington State University, Belmont University, Elon University, George Mason University, Loyola Marymount University, Loyola University Chicago, North Carolina State University, San Jose State University, University of San Diego, William and Mary School of Business.

### **China Faculty Development Program**

The China Faculty Development Program, hosted by CU Denver and co-sponsored by Brigham Young University, Florida International University, San Diego State University, University of Hawaii at Mānoa, University of Pittsburgh, University of South Carolina, and University of Washington, will be held in January during the four years of the grant period and will encourage the participation of Minority Serving Institution, community college, and new faculty. Faculty will examine opportunities and challenges facing China as it focuses on services over manufacturing, entrepreneurship, westward operations, high value research and development, sustainability, environmental protection, and quality of life. Faculty will observe China's changing role in the global economy, Chinese and US companies operating in China, business and political climates, and cultural advantages and obstacles. They will return with suggestions on course information on China, international business, and how to develop a study abroad program to China; potential research topics; and a network of others interested in the People's Republic of China. 2015 locations will be Shanghai, Suzhou, Hangzhou, Kunming, Yichang, Three Gorges Dam; cities may vary in other years.



### **Faculty Development in International Business (FDIB) Africa**

Provides the participants with an opportunity to experience first-hand the business challenges of sub-Saharan Africa as they travel to Johannesburg and Pretoria, South Africa; Nairobi, Kenya; and Arusha, Tanzania, as well as participate in numerous business visits, culture tours, and academic seminars.

### **Faculty Development in International Business (FDIB) Green Business: Australia**

This program helps participants discover how Australian universities, government, and businesses are leading the way in innovation and technology relative to sustainability while exploring the heritage that emphasizes the importance of maintaining the environment while allowing business to flourish.

### **Faculty Development in International Business (FDIB) Southeast Asia**

The program will focus on the unique aspects of doing business in Southeast Asia. In Year I, the target market will be Vietnam, comparing and contrasting the business environments of Ho Chi Minh City (HCMC) and Hanoi. Each city will begin with background briefings from U.S. commercial attaches, followed by site visits to a range of organizations. These visits may include organizations in the manufacturing, professional services, retail, food-processing, education, healthcare, and micro-finance sectors. Ho Chi Minh City will emphasize the rapidly growing SMEs and MNE outsourcing, while Hanoi will emphasize the transition of state-owned enterprises. SDSU CIBER will partner in this program by taking the lead in Years III and IV, when the target markets will be Cambodia and Myanmar, respectively.

### **Global Business Project (GBP)**

The Global Business Project is a unique graduate-level course offered to MBAs and other graduate students at thirteen member universities. Unlike other international consulting project courses, the GBP asks students to apply both cross-cultural awareness and foreign language skills to produce strategic advice for companies that is focused, compelling, and actionable. The course offers students the opportunity to increase their global business and language competency through guided hands-on business experience in global markets, while also introducing them to the challenges of virtual teaming. Teams are constructed through a competitive application process with members drawn from any of the member schools.

Working both virtually and on the ground in one of the GBP destination countries, each GBP team applies functional, cross-cultural and foreign language skills to produce strategic advice on such areas as market entry or expansion, new product development, or global supply chain. Target countries for GBP projects are those that are current or future business partners with the United States and where languages known in the US as “less commonly taught” are spoken.

### **CIBER International Business Case Challenge**

The International Business Case Challenge brings teams of four from around the world to compete in analyzing and presenting an international business case to judges. The International Business Case Challenge offers an excellent opportunity for students to gain exposure to international business issues as well as to meet business students from around the globe. Hosting will alternate between various CIBER institutions.

### **Journal of International Business Studies (JIBS)/Paper Development Workshop**

The Journal of International Business Studies is the official publication of the Academy of International Business, publishing papers of significant interest that contribute to the theoretical basis of business and

management studies. JIBS' broad scope and developmental editorial policies create accessible, thought-provoking content for the general academic business community.

### **Pacific Asian Consortium for International Business Education and Research (PACIBER)**

To establish linkages to promote international business education, research and exchange of information, faculty, and students; promote and widen the scope of cooperation, facilitate communication and expand consciousness of the Asia-Pacific region.

The Pacific Asian Consortium for International Business Education and Research (PACIBER) was created in 1988 as a consortium of 28 leading international universities dedicated to bridging the gap by establishing linkages to promote international business education, research and exchange of information among faculty and students. With its secretariat at the crossroads of the Pacific, University of Hawaii College of Business Administration's Pacific Asian Management Institute, PACIBER strives to widen the scope of cooperation, facilitate communication, and expand consciousness about Asia among its members, and in the business community at large.

Through faculty exchanges and other mutually beneficial alliances, member universities can raise the level of their business education process to world class standards. The end result of these activities is to enrich human resource development by graduating future managers who are well prepared for the challenges of increasing multicultural, multinational, and global competition.

### **PACIBER FDIB for Minority Serving Institutions and Community Colleges**

SDSU CIBER will partner with this faculty development initiative that will focus on providing resources from PACIBER member schools to support the development of international business and study abroad opportunities for students across the U.S. The program, led by the University of Hawaii at Mānoa, will identify target MSI participants and conduct a needs assessment in order to tailor the program to their needs. Drawing from PACIBER members and other CIBER schools, we will then provide online curriculum resources and develop a dialogue with interested schools. A hands-on workshop will be held in 2016, tentatively in California or Nevada, providing a convenient venue for participants from Hispanic Serving and Tribal Colleges. Follow-on activities will involve faculty visits and exchanges as well as participation of MSI faculty in CIBER sponsored FDIB programs abroad.

### **Western Region CIBER Consortium**

The conferences and workshops offered by this consortium focus on all aspects of international interdisciplinary programs, from student overseas internships to faculty grant writing opportunities. The universities in this consortium are: SDSU, UCLA, USC, UT at Austin, BYU, Washington, Hawaii, and Colorado.

### **Zahn Innovation Center (ZIC)**

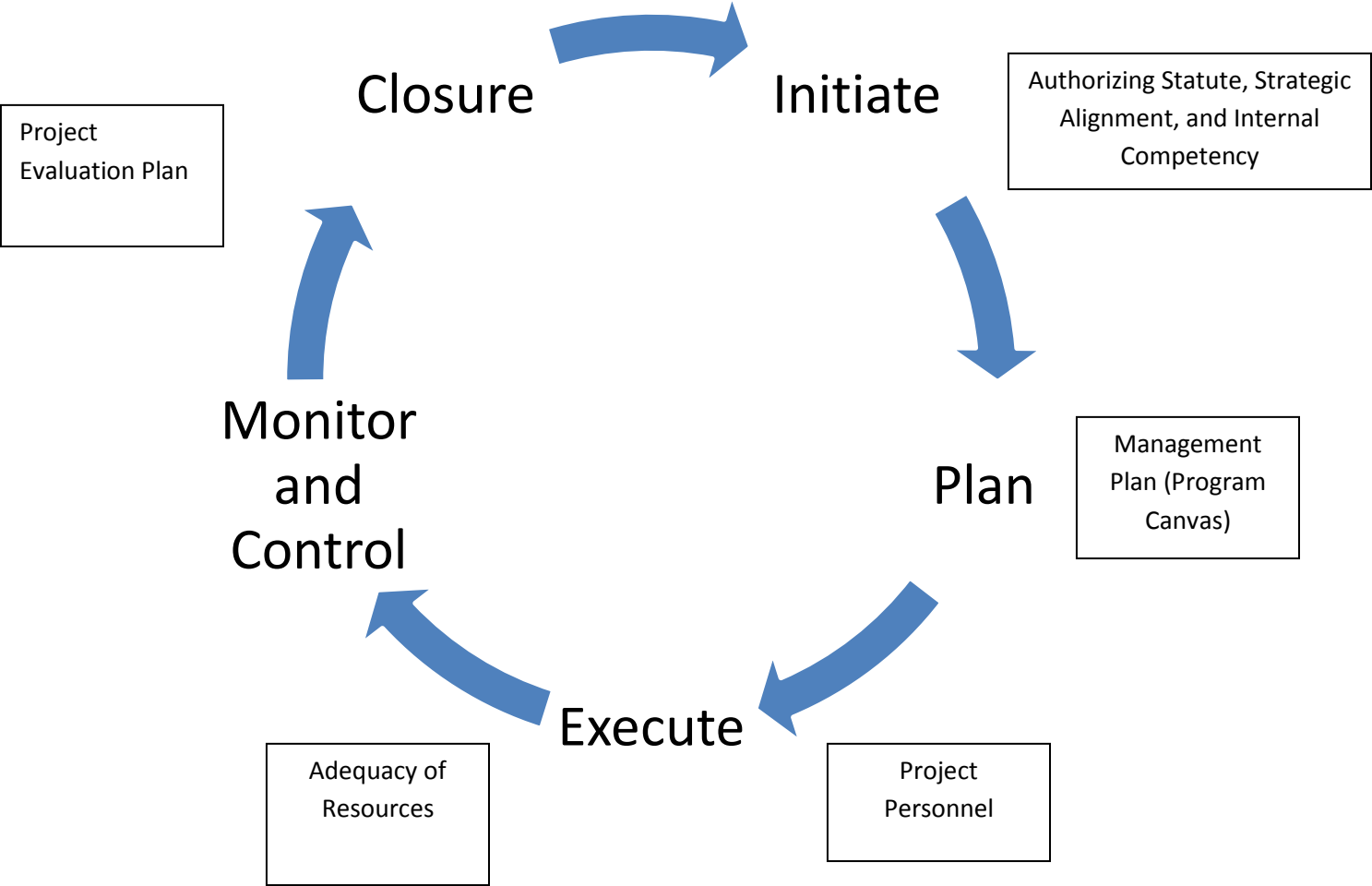
The Zahn Innovation Center is a commercial and social incubator that supports San Diego State University innovators and aspiring entrepreneurs—students, faculty and staff from any major or department on campus—as they transform their ideas into companies.

Accepted teams gain access to collaborative working spaces within the College of Engineering. Business acumen is provided courtesy of the Zahn Center and done in conjunction with SDSU's College of Business Administration and the Lavin Entrepreneurship Center. Each team also gains access to engineering services, mentors, domain experts and pro bono legal guidance. They also receive introductions to potential investors and a variety of community connections involved in developing new products, launching new businesses and creating new jobs in the community.

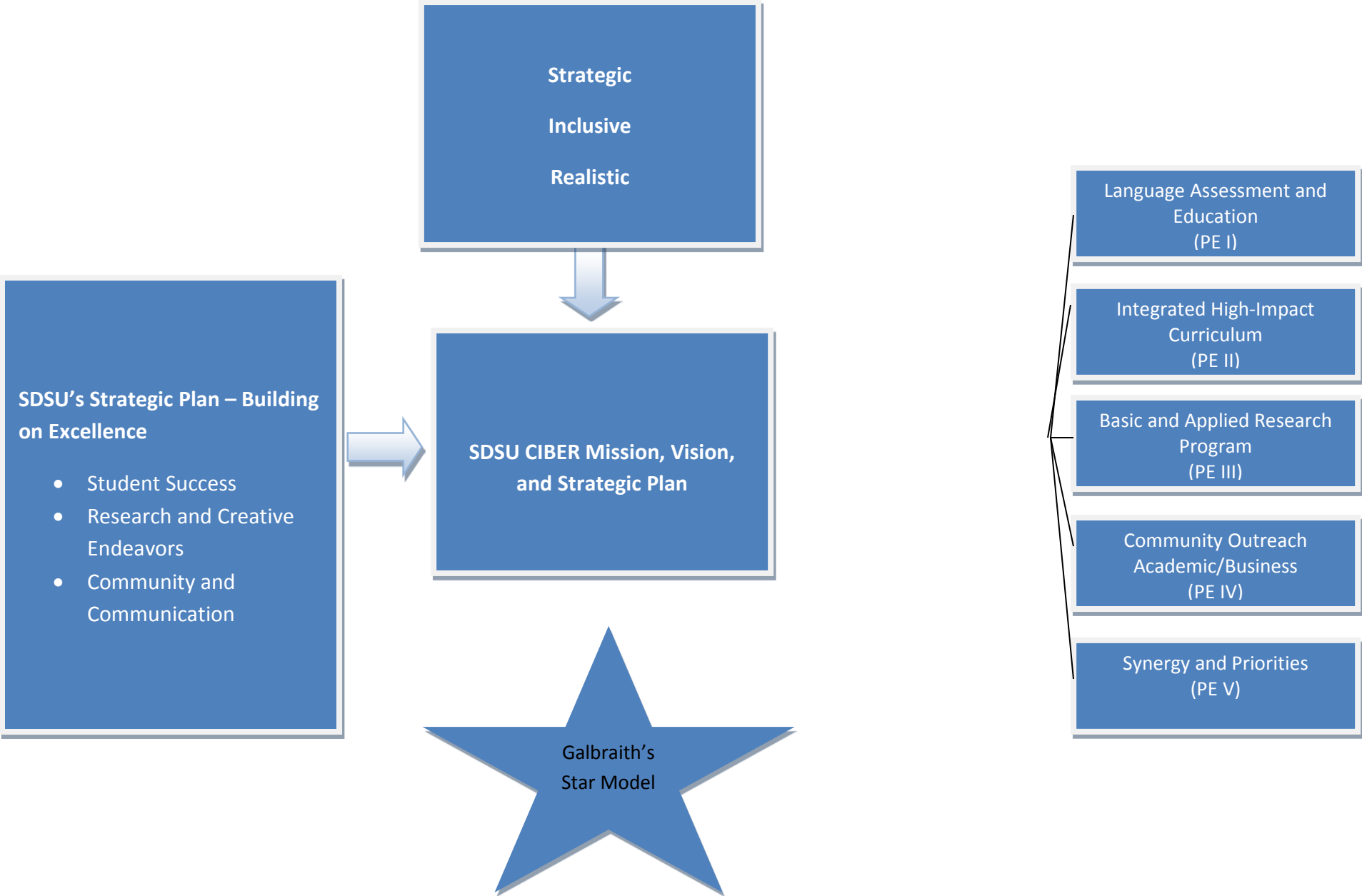
## Supplemental Materials 4A - National Significance

EXAMPLES OF SDSU CIBER PROGRAMS WITH NATIONAL SIGNIFICANCE		
NATIONAL SIGNIFICANCE	IMPORTANCE OR MAGNITUDE OF OUTCOME	QUALITY AND PO
Foreign Language Assessment and Education	* Computer Assisted Screening Tool (CAST) will serve across the country as a language assessment tool for more than 15 languages (including several LCTL) so that training can be focused.	* This tool will be ma CIBER network, univ and high schools nat
	*This initiative will help build capacity for classroom instruction and will be supplemented with opportunities for practice. Research calles for variety and capacity to educate.	* This program will cr faculty and program can be a template fo
High-Impact Learning Curricula	* Development of IB Curricula by identifying and implementing high-impact educational practices and principles of excellence.	* Integration of four c major (business, lang internship) and will o approach to the entir experience. Program annually and may be throughout the count
Scholarly IB Research Cluster	* The Industry Cluster Study is a unique initiative to extend the domestic efforts to assess how industries are integrated and serves as a source of competitiveness. This program will allow for the precise focus on a region or industry so that resources can be dedicated to that region or industry to foster competitiveness.	* As with the other do this can serve as a m regions in the nation
Academic and Business Outreach	* The creation of an IB Index will help the region to track its successes, and more importantly create a benchmark for intervention.	* The IB Index will pr measure for regional researchers will use research variable.

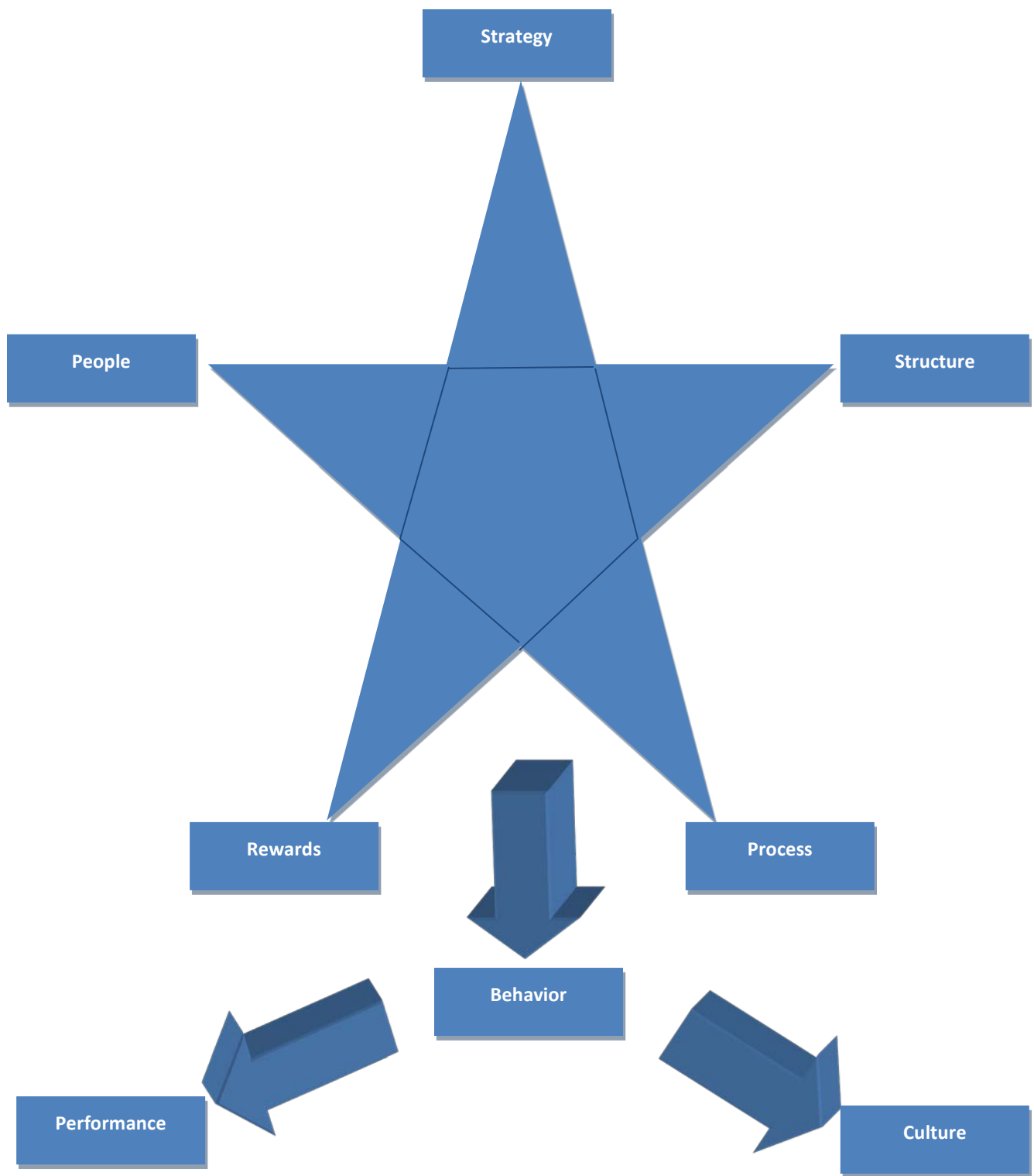
Supplem



Supplemental Materials 4C: Authorizing Statute, Strategic Alignment, and Internal Competency



Supplemental Materials 4D: Project Design: Galbraith's Star Model



Source: Kates, A. and Galbraith, J. 2007. Designing your Organization. San Francisco: Jossey-Bass.

Supplemental Materials 4D, Page 1

Supplemental Material 5A: Timeline and Assigned Lead

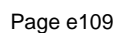
G. Singh	M. Ballam	S. Della Maestra	M. Musteen	M. Lyman-Hager	K. Perez	D. Mattingly	S. Talman			Year		
										2014-2015	2015-2016	2016-2017
									<b>Program Elements and Initiatives</b>			
								<b>I. Program Element I: Foreign Language Assessment and Education</b>				
								A. Computer Assisted Screening Tool (CAST)				
				x				(i) Add Levantine Dialect	Design	Implement	Assess	
				x				(ii) Enhancement for Pedagogical Proficiency	Design	Design	Implement	
					x			(iii) Pre-Internship Assessment for IB Students	Introduce	Expand	Assess	
	x							(iv) Create Self-Support Model	Launch Study	Report Results		
								(v) Incubate Social Venture		Begin Incubation	Incubation	
					x			B. IB Student Portfolio (High-Impact Learning Activities)	Design	Implement	Assess	
								C. Language Training Modules				
								(i) Pre-departure Language Training for Business Professionals				
				x				a. Chinese				
				x				b. German				Design and
				x				c. Japanese		Design and Implement		
				x				d. Spanish	Design and Implement			
				x				(ii) Business Language for Military Veterans		Design and Implement	Assess	
								Faculty Development Programs (FDP)				
	x							(iii) Community Colleges	Assemble	Implement	Assess	
	x							(iv) California State Universities	Assemble	Implement	Assess	
		x			x			D. CIBER Business Language Conference	Co-sponsor	Co-sponsor	Co-sponsor	
								<b>II. Program Element II: Integrated High-Impact Learning Curriculum</b>				
								A. Undergraduate IB Curriculum				
					x			(i) First-Year Seminar	Develop	Implement and		
					x			(ii) Study/Internship Opportunities in Brazil and Jordan	Collect Data/Build	Implement	Implement	
					x			(iii) Repository for IB Internships Abroad	Collect Data/Build	Launch	Implement	
	x	x						(iv) IB Capstone Case Competition	Design	Implement	Implement	
	x				x			(v) International Study/Internship Returnee Conference	Partner with Local	Implement	Implement	
								B. Growing IB Program				
	x				x			(i) K-12 Outreach Initiative	Collect Data/Build	Implement	Implement	
	x				x			(ii) Community College Outreach Initiative	Collect Data/Build	Implement	Implement	
	x				x			(iii) IB Career Fair	Partner with Career	Implement	Assess	
								C. BS/BA Business Program				
	x							(i) Global Module First-Year Seminar				Develop
								(ii) Passport Portfolio				
	x							a. IB Learning Community	Partner with Residential	Partner with Residential	Institutional	
								b. Short-term Study Abroad				
	x							1. China		Design	Implement	
	x							2. France	Design and Implement	Assess and Implement	Finalize	
	x							3. Israel	Design and Implement	Assess and Implement	Finalize	
	x							4. Spain		Design	Implement	
								D. Graduate Curriculum				
	x							(i) Five-Year IB/MBA Program	Design	Submit for Approval	Advertise	
		x						(ii) Global Business Project	Co-sponsor	Co-sponsor	Co-sponsor	



										Year		
G. Singh	M. Ballam	S. Della Maestra	M. Musteen	M. Lynan-Hager	R. Perez	D. Mattingly	S. Tallman			2014-2015	2015-2016	2016-2017
		x							<b>Program Elements and Initiatives</b>			
									(iii) International Financial Reporting Standards (IFRS) Course International Experience Component	Design and Implement	Assess and Implement	Finalize Modifications
									(iv) Pre-departure Education Module			
x	x								a. Sports Management MBA	Design and Implement	Assess and Implement	Finalize
x	x								b. Executive MBA	Design and Implement	Assess and Implement	Finalize
								E.	<b>Building the Nexus Between Education and Entrepreneurship</b>			
	x	x	x						(i) International Social Entrepreneurship with Zahn Innovation Center: Africa, South Asia and Southeast Asia focus	Partner with Zahn Innovation Center	Implement	Implement
	x	x							(ii) Small Business Consulting to Develop Export Capabilities	Partner with Small Business Development Center	Assess	Implement
			x						(iii) International Business Opportunity Development (IBOD) Consulting Projects	Design	Launch	Implement
				x				F.	Global Internship Conference	Participate	Participate	Participate
								III.	<b>Program Element III: Scholarly IB Research Cluster</b>			
x		x						A.	Faculty IB Research Grant Program (open-call)	Implement	Implement	Implement
								B.	Faculty IB Research Grant Program (detailed)			
x		x							(i) International Entrepreneurship	Design		Implement
x		x							(ii) International Social Entrepreneurship	Design	Implement	
									(iii) Corporate Social Responsibility			
x		x							a. International Commercialization of Green Technology	Design	Implement	
x		x							b. Ecotourism	Design		Implement
x		x							c. Reduction of Global Poverty	Design	Implement	
x		x							(iv) Software Piracy in Developing Economies	Design	Implement	Dissemination
x		x							(v) Globally Distributed Workforce	Design	Implement	
	x	x						C.	Student Research Symposium IB Research Track	Partner with Division of International Business	Design	Implement
		x						D.	Faculty-Student IB Mentorship Program (F-SIBMP)	Partner with Division of International Business	Design	Implement
x		x						E.	Industry Clusters Study	Partner with SANDAG	Collect Data	Implement
x		x						F.	IB Index	Partner with San Diego State University	Collect Data	Dissemination
								G.	Dissemination			
x	x								(i) IB Faculty Research Directory	Establish	Implement	Implement
	x	x							(ii) IB Study Group	Establish	Implement	Implement
		x							(iii) Journal of International Business Studies (JIBS)	Participate	Participate	Participate
		x							(iv) Academy of International Business (AIB)	Participate	Participate	Participate
x									(v) Pacific Asian Consortium for International Business Education and Research (PACIBER)	Participate	Participate	Participate
								IV.	<b>Program Element IV: Outreach to the Community</b>			
								A.	Academic Outreach			
x	x								(i) CIBER Community College Network	Host	Implement	Host
									(ii) CSU Consortium			
x		x							a. Research Fellow Program	Design	Implement	Implement
x				x					b. IB Faculty and Administrators Quarterly Meetings	Host	Host	Host





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Supplemental Material 5B: Modified Start-up Canvas for CAST

Key Partners	Key Activities	Value Propositions (Significance and Evaluation)	Stakeholders	Special Stakeholders (Invitational Priority)				
LARC LARC LARC/IB Program CBA, MBA Program Zahn Innovation Center	<b>Computer Assisted Screening Tool (CAST)</b> (i) Add Levantine Dialect (ii) Enhancement for Pedagogical Proficiency (iii) Pre-Internship Assessment for IB Students (iv) Create Self-Support Model (v) Create a Social Venture	To build on SDSU leadership in language assessment and education	SDSU students SDSU students IB students MBA students SDSU students, faculty, or staff	Create employment opportunities for students				
	<b>Key Resources</b>		<b>Mechanisms to Reach Stakeholders</b>					
	Dr. Mary Ann Lyman-Hager, Dr Ramona Perez, Ms. Beverly Bracker, and Ms. Kathy Pucher CAST development experts Portfolio evaluators MBA faculty and student group Incubator		LARC IB Advising Office CBA Advising Office Zahn Innovation Center					
Cost Structure								
	Year 1		Year 2		Year 3		Year 4	
	Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal
Administrative/Programmatic Budget Allocations								
Computer Assisted Screening Tool (CAST)								
(i) Add Levantine Dialect	\$1,500	\$1,500	\$500	\$500				
(ii) Enhancement for Pedagogical Proficiency	\$1,500	\$1,500	\$500	\$500				
(iii) Pre-Internship Assessment for IB Students	\$500	\$500	\$500	\$500	\$1,000	\$250	\$1,000	\$250
(iv) Create Self-Support Model	\$3,500	\$1,000						
(v) Incubate Social Venture			\$4,000					

Supplemental Material 5C: Modified Start-Up Canvas for Integrated High-Impact Learning

Key Partners	Key Activities	Value Propositions (Significance and Evaluation)	Stakeholders	Special Stakeholders (Invitational Priority)				
CAL CAL CAL, WTCSD CAL CAL, and other regional universities	Undergraduate IB Curriculum (i) Global Module First-Year Seminar (ii) Study/Internship Opportunities in Brazil and Jordan (iii) Repository for IB Internships Abroad (iv) IB Capstone Case Competition (v) International Study Abroad/Internship Returnee Conference	Develop and implement an integrated high impact learning curricula	IB students IB students IB students IB students SDSU, and other regional universities students					
	Key Resources		Mechanisms to Reach Stakeholders					
	Dr. Ramona Perez, Mr. Mark Ballam Faculty expert to lead first-year seminar Travel to develop partnership/internship		IB Advising Office CBA Business Advising Center Develop network to build regional alliance					
Cost Structure								
	Year 1		Year 2		Year 3		Year 4	
	Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal
Administrative/Programmatic Budget Allocations								
Undergraduate IB Curriculum								
(i) First-Year Seminar	\$1,200	\$1,200	\$750	\$1,200				
(ii) Study/Internship Opportunities in Brazil and Jordan	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
(iii) Repository for IB Internships Abroad	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
(iv) IB Capstone Case Competition		\$1,000	\$2,500	\$1,500	\$2,500	\$1,500	\$2,500	\$1,500
(v) International Study/Internship Returnee Conference	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500

Supplemental Material 5D: Modified Start-Up Canvas for Faculty IB Research Grant Program

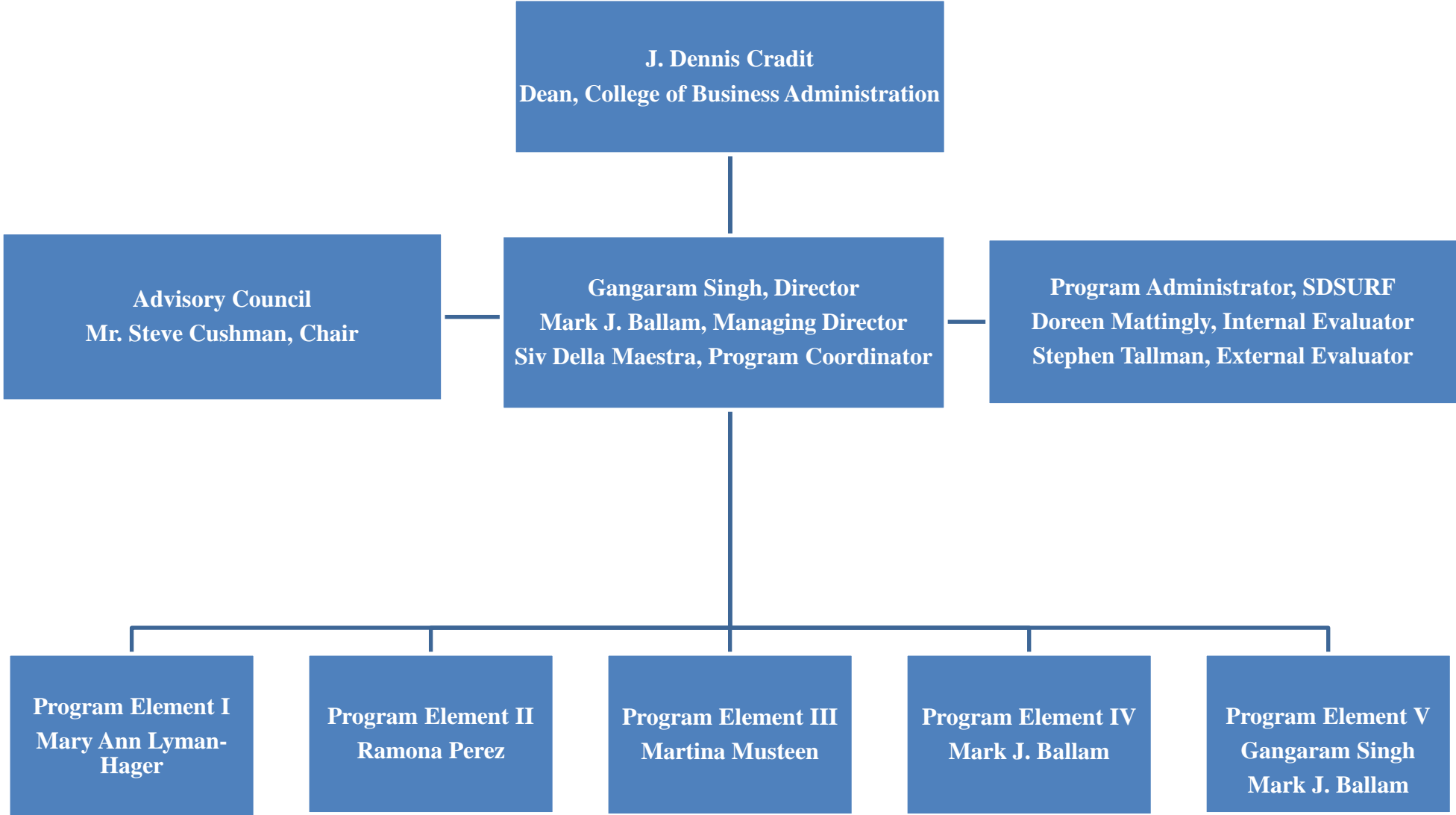
Key Partners	Key Activities	Value Propositions (Significance and Evaluation)	Stakeholders	Special Stakeholders (Invitational Priority)				
CBA, FDC  Lavin Center Zahn Center CGI Sustainability Center HTM CAL CBA CBA	Faculty IB Research Grant Program (open-call) Faculty IB Research Grant Program (detailed) (i) International Entrepreneurship (ii) International Social Entrepreneurship (iii) Corporate Social Responsibility a. International Commercialization of Green Technology b. Ecotourism c. Reduction of Global Poverty (iv) Software Piracy in Developing Economies (v) Globally Distributed Workforce	Create excitement, provide support, and celebrate a scholarly IB research cluster	SDSU and CSU Consortium faculty					
	Key Resources		Mechanisms to Reach Stakeholders					
	Dr. Martina Musteen Research grants Travel and registration		Faculty Research Grant Program (SDSU, CBA) Create and maintain CSU Consortium CIBER Website					
Cost Structure								
	Year 1		Year 2		Year 3		Year 4	
	Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal
Administrative/Programmatic Budget Allocations								
Faculty IB Research Grant Program (open-call)	\$20,000		\$20,000		\$25,000		\$20,000	
Faculty IB Research Grant Program (detailed)								
(i) International Entrepreneurship	\$2,500	\$1,000			\$2,500	\$1,000	\$2,500	\$1,000
(ii) International Social Entrepreneurship	\$2,500	\$1,000	\$2,500	\$1,000			\$2,500	\$1,000
(iii) Corporate Social Responsibility								
a. International Commercialization of Green Technology	\$2,500	\$1,000	\$2,500	\$1,000			\$2,500	\$1,000
b. Ecotourism	\$2,500	\$1,000			\$2,500	\$1,000	\$2,500	\$1,000
c. Reduction of Global Poverty	\$2,500	\$1,000	\$2,500	\$1,000			\$2,500	\$1,000
(iv) Software Piracy in Developing Economies	\$2,500	\$1,000	\$2,500	\$1,000	\$2,500	\$1,000		
(v) Globally Distributed Workforce	\$2,500	\$1,000	\$2,500	\$1,000			\$2,500	\$1,000

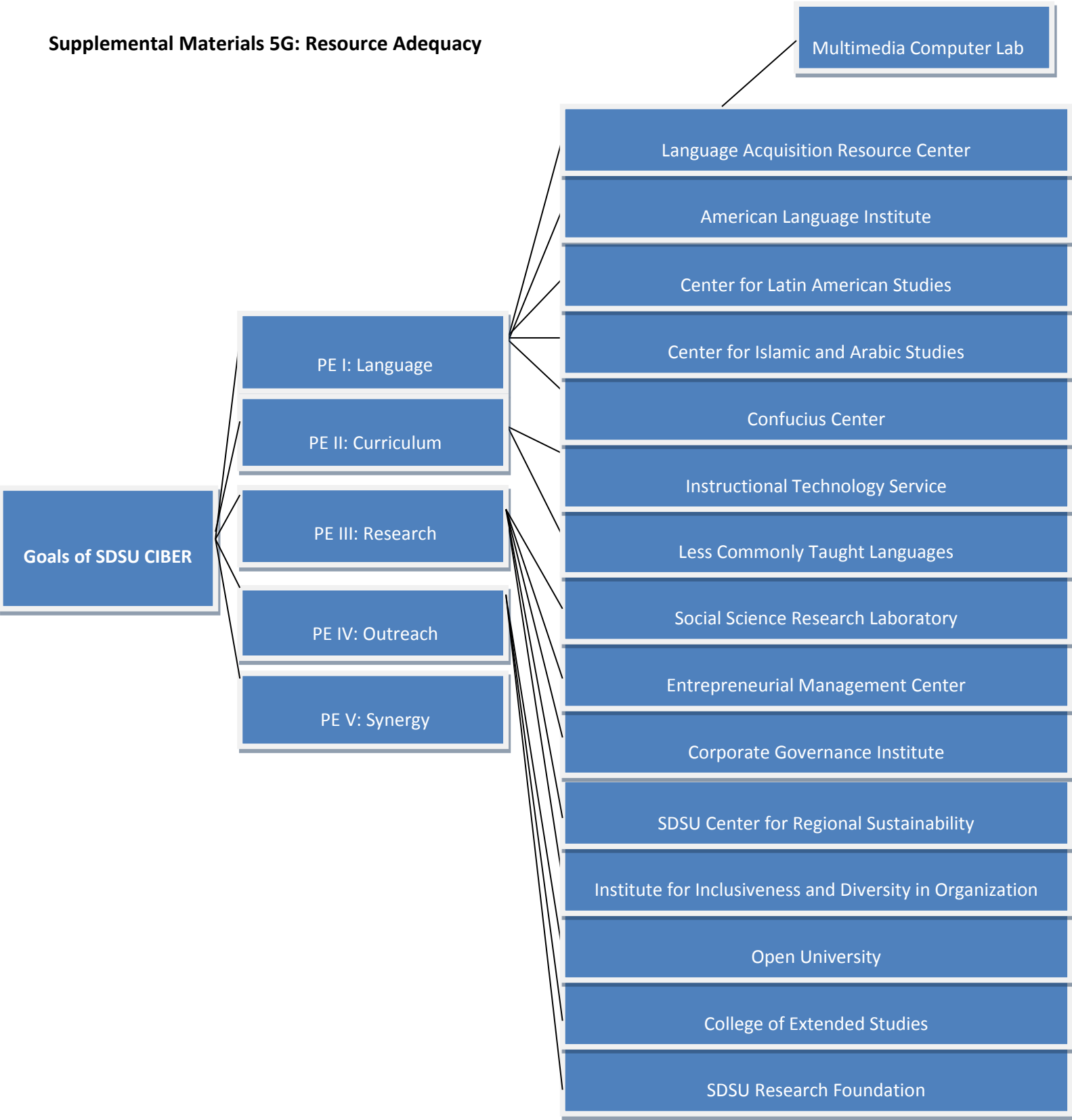
PR/Award # P220A140025

Supplemental Material 5E: Modified Start-Up Canvas for Outreach to the Community

Key Partners	Key Activities	Value Propositions (Significance and Evaluation)	Stakeholders	Special Stakeholders (Invitational Priority)				
CSUs	CSU Consortium	To build and assist constituents outside SDSU with their goals to improve their competitiveness in the international economy	Faculty, students, and staff at 23 CSUs	CSU MSIs and HSIs				
	Key Resources		Mechanisms to Reach Stakeholders					
	Mr. Steve Cushman, Mr. Mark Ballam Faculty Fellows Meeting expenses		Develop and maintain consortium SDSU CIBER Website					
Cost Structure								
	Year 1		Year 2		Year 3		Year 4	
		Non-Federal		Non-Federal		Non-Federal		Non-Federal
		Federal		Federal		Federal		Federal
Administrative/Programmatic Budget Allocations								
(ii) CSU Consortium								
a. Research Fellow Program								
b. IB Faculty and Administrators Quarterly Meetings								

Supplemental Materials 5F: Organizational Structure







## SAN DIEGO STATE UNIVERSITY

*Leadership Starts Here*

### **Biosketches**

#### **Catalina Amuedo-Dorantes, Professor of Economics, San Diego State University**

Ph.D. in Applied Economics, Western Michigan University; Juris Doctor in law, Universidad Nacional de Educación Distancia (Spain); B.A. in Economics, Universidad de Sevilla (Spain) in 1992; Licence et Maîtrise in Economics, Université de Poitiers (France).

Dr. Catalina Amuedo-Dorantes is also a Research Fellow at CReAM, FEDEA and IZA, and an Advisory committee member of the Americas Center Advisory Council at the Federal Reserve Bank of Atlanta. Her areas of interest include labor economics, international migration and remittances. She has published on contingent work contracts, the informal work sector, international remittances, as well as on immigrant savings, health care and labor market outcomes. Her work has been funded by the Robert Wood Johnson Foundation, the Hewlett Foundation and the National Institutes of Health, among other agencies.

She has held visiting positions at the University of Wisconsin, Madison, and at the Public Policy Institute of California, where she worked on border enforcement and immigration. She is the 2013-2014 Border Fulbright García-Robles Scholar and the president of the American Society of Hispanic Economists. Her current research examines the impact of state and local level immigration policy on the employment, education, fertility and human rights of undocumented immigrants. Simultaneously, she continues to research how immigrants are impacted by the passage of policies, such as the Affordable Care Act (ACA), and recent economic events, as the Great Recession.

**Dr. Cristian R. Aquino-Sterling, Assistant Professor of Policy Studies, San Diego State University and faculty member, SDSU - Claremont Graduate University Joint Doctoral Program in Education**



Interdisciplinary Ph.D. in Curriculum & Instruction with specialization in Language & Literacy, Arizona State University; M.A. in Hispanic Cultural Studies, Columbia University; B.A. in Western Philosophy, Fordham University;

Dr. Aquino-Sterling specializes in the theory and practice of teaching and learning in culturally and linguistically diverse contexts. His research interests pertain to the linguistic and cross-cultural preparation of teachers for bilingual/dual-language classrooms (national/international comparative perspectives), alternative models of schooling-education and transformative/global citizenship education with a focus on the U.S. Hispanic/Latino population and Haitian and Haitian-Dominican children in his native Dominican Republic.

He is presently designing a mixed-methods research study of the linguistic (Spanish-English) and cross-cultural profiles of bilingual/dual-language teachers in the U.S., the impact of these teacher competencies on student attainment, and the implications for bilingual/dual-language teacher certification programs.

Prior to joining SDSU, Dr. Aquino-Sterling worked at The Lauder Institute/Wharton School of Business, where he taught Spanish and Intercultural Competencies (IC) for Business communication, and assisted in the coordination of Lauder's summer immersion programs (México, Argentina, Spain). He enjoys meditating, traveling, learning new languages (currently Portuguese and Haitian-Creole), and volunteering at local and international level.

**Matthew Andersen, Director, U.S Commercial Service-San Diego, California, United States Department of Commerce, International Trade Administration**

M.P.A., American University; B.A., Geography & International Studies, DePaul University.

Matt Andersen has served as Director of the U.S. Commerce Department's San Diego Export Assistance Center since August 1997. Prior to this assignment, Matt served as the Director of the U.S. Department of Commerce, San Francisco office for two years.

In Washington D.C., he worked in the Technology and Aerospace trade division in ITA as Chief of Staff to support 70 trade professionals. He served in the Office of the Secretary of Commerce for three years, coordinating and planning projects in areas of international trade, technology, and telecommunications. In ITA, Matt managed federal grant-funded projects under the Market Development Cooperator Program. He also served with the Bureau of Industry and Security as the Western Region's Senior Export Administration Specialist in California, and received the Department's Bronze Medal Award for superior federal service.

With the private sector, he worked for Cray Research Inc. (then a world-leading manufacturer of supercomputers) as their Manager for International Affairs. In addition to his corporate background and over two decades of service with the U.S. Department of

Commerce, Matt also has experience working in: the U.S. House of Representatives, city management, and trade associations. His overseas experience with the U.S. Commercial Service includes temporary assignments and trade missions in Japan, South Africa, and several European countries.

**Mark J. Ballam, Managing Director, Center for International Business Education and Research, San Diego State University**

M.B.A., Georgia Institute of Technology; B.A. in International Relations, Clark University

Mark J. Ballam is responsible for the overall strategy and implementation of the SDSU CIBER program and oversees administration and management including budget, resources, advocacy, and communications programs. He also directs the development of research and training activities, manages the day-to-day operations, as well as outreach initiatives. The SDSU CIBER program also supports the International Business program at San Diego State University which is ranked 8th in the nation by U.S. News and World Report's 2014 America's Best Colleges. Since his arrival at SDSU, he has been instrumental in raising more than \$3 million in grants and gifts.

Mr. Ballam came to San Diego State University in 2005, after serving eight years as associate director of the Georgia Institute of Technology CIBER. Before Georgia Tech, he had a twelve-year career in the banking industry. Most recently, he held the position of Vice President with SunTrust Banks in Orlando, Florida.

A native of Cape Cod, Massachusetts, Mark Ballam earned his B.A. degree in International Relations from Clark University in Worcester, Massachusetts. He attended North London PolyTech in London, England, and worked as a law clerk with Aaronson & Co., Solicitors. He earned his MBA from Georgia Institute of Technology.

In addition to serving on the board of directors of the WORLD TRADE CENTER San Diego, Mr. Ballam serves as president of the Consortium for Undergraduate International Business Educators (CUIBE) and, in 2013, he became president-elect of the Association of International Business Education and Research (AIBER). In 2009, U.S. Commerce Secretary Gary Locke nominated Mr. Ballam to the San Diego & Imperial Valley District Export Council (SDIDEC). In 2010, he was elected to serve on the National District Export Council Steering Committee. Mr. Ballam serves on the Advisory Committee for Southwestern College's Small Business Development and International Trade Center. He is a member of the Academy of International Business, Scholars Without Borders, and Phi Beta Delta, the honor society for international scholars.

**Beverly Bracker, Director, Graduate Career Management Center, College of Business Administration, San Diego State University**

J.D. and B.A. in English and Psychology, University of Iowa; Professional certificate in Career Counseling, University of California, San Diego

Prior to joining San Diego State University, Ms. Bracker was the Assistant Dean for Career Services at Thomas Jefferson School of Law, where she was a member of the senior management team and focused on enhancing employment opportunities for students and alumni. She is actively involved in the community and has written regularly about career and professional development issues. Ms. Bracker practiced law in San Diego prior to transitioning to academia.

**Chris Brown, Associate Managing Director, Language Acquisition and Resource Center, San Diego State University**

Ph.D. candidate in Higher Education Leadership, University of San Diego; A.B.D., Spanish Literature and Linguistics, Washington University in St. Louis; M.A. in Spanish Literature and Linguistics; B.A. in Spanish and International Comparative Politics, Western Michigan University

Mr. Chris Brown is also Program Director for two major DOD funded initiatives at LARC-SDSU: the Project GO (Global Officers) language and culture training for ROTC, and the Language Training Centers program, providing university-based language and culture training for DOD personnel. Mr. Brown holds ABD (All But Dissertation) status in Spanish Literature and Linguistics, with a graduate certificate in Second Language Instruction, from Washington University in St. Louis, and he is currently a PhD student in Leadership Studies at University of San Diego.

**Victor M. Castillo, Director, Southwestern College, Small Business Development and International Trade Center**

M.A. in Urban Planning, University of California Los Angeles; B.S. in Economics, University of Baja California

Victor Castillo is also Director of the San Diego Center for International Trade Development (CITD) and Deputy Sector Navigator on Global Trade and Logistics, of the “Doing What MATTERS for Jobs and the Economy” project - a California Community Colleges initiative at Southwestern College in Chula Vista, CA. The CITD provides international trade consulting and training to small and medium size businesses. Mr. Castillo has coordinated programs such as the International Logistics and Transportation Certificate Program, the local California State Trade and Export Promotion (CalSTEP) Program, and the U.S. Department of Education Title VIB Business and International Education Program at Southwestern College.

He has been involved for more than twenty years in community and economic development. He is a member of the San Diego and Imperial District Export Council. He served as a member of the National Trade Promotion Coordinating Committee (TPCC) of the National Export Initiative (NEI) 2011 to implement the national SBA International Trade Certification of SBDC Counselors and Directors. He is also currently a member of

the International Consortium for Educational and Economic Development (ICEED), the San Diego Imperial County (SDIC) Community College Workforce Development Council, the Brookings Institution Metropolitan Export Initiative for San Diego and has served on numerous Boards and Advisory Committees. Programs under his leadership have received numerous awards and recognitions including the Chancellor's Award of the CA Community Colleges, the U.S. SBA Minority Small Business Advocate of the Year, and the Presidential "E" Star Award for Export Services.

**Dr. Li-Rong Lilly Cheng, Managing Director of Confucius Institute, San Diego State University**

Ph.D., Claremont Graduate University

Dr. Li-Rong Lilly Cheng served as Professor in the School of Speech, Language, and Hearing Sciences and Executive Director of Chinese Studies Institute at San Diego State University. Professor Cheng also served as a member of the board of trustees of the Campanile Foundation of San Diego State University. She is the past chair of the Multicultural Issues Board for the American Speech, Language and Hearing Association (ASHA) and the chair of Education Committee for the International Association of Logopedics and Phoniatrics (IALP). She is a Fellow of ASHA and received the Honors of ASHA.

Professor Cheng was the past President of the Phi Beta Delta Chapter at SDSU. She has received many awards from San Diego State University and professional organizations. She was selected as the outstanding alumnus of Michigan State University. She is also a Fellow of the American Speech-Language Hearing Association (ASHA). Dr. Cheng is the recipient of the 1997 ASHA Award for special contributions to Multicultural Affairs and the recipient of the 2002 Diversity Award from the California Speech & Hearing Association. She is on the editorial board of several major professional journals. She has numerous professional publications and has lectured all over the world. In 2007, she received the best research article award from Council of Exceptional Children. She has taught Chinese to individuals in a multitude of settings. In 2010, she received the Humanitarian Award from the Asian Heritage Foundation. She received the 2012 Monty's Award from SDSU. She received the 2013 Diversity Award from CAPCSD. She served as consultant for the Sesame Street and Tiffany and Company.

Dr. Cheng has published numerous articles and books on language learning and language teaching; focusing on the development of an optimal language-learning environment (OLLE). She also published a storybook on the Chinese Zodiac based on folk stories. She is a frequent keynote speaker on the topic of language learning and language teaching.

**Teresa Cisneros-Donahue, Director of College of Business Administration Study Abroad Program, San Diego State University**

Ed.D., Higher Education Administration, University of Southern California; M.B.A. and B.A., International Business, San Diego State University

Dr. Cisneros-Donahue was the first person in North America to develop two successful bi-national, undergraduate dual-degree programs between Mexico and the United States (MEXUS), and between Canada and the United States (SanDiQué). She also pioneered the first triple-degree program between Canada, Mexico and the United States (CaMexUS).

For the past 20 years, Dr. Cisneros-Donahue has created study abroad opportunities for two of the largest business programs in North America: the International Business (IB) Program with over 800 students and the College of Business Administration (CBA) with over 6,000 students at San Diego State University. She has created strategic alliances for both of these programs with over 70 universities throughout the world. Under her leadership, the SDSU IB program won the Andrew Heiskell Award for the Best Study Abroad Program in the nation in 2002 by the New York-based Institute of International Education (IIE). In her nine-year tenure at CBA, she has increased the number of students who study abroad from 11 to over 200 each year. Over, 70 percent of these students studied abroad for one semester or more.

**J. Dennis Cradit, Dean of College of Business Administration, San Diego State University**

Ph.D. in Cognitive and Social Psychology, University of Iowa; M.A., Psychology, University of Iowa; B.A. Psychology, University of Missouri

Dean Cradit joined San Diego State University in 2014 and is an accomplished leader with a reputation for creativity, engagement, and energy in managing organizational change. He is an effective administrator with proven skills in meeting demanding academic and financial objectives.

Prior to joining San Diego State University, he served eight years at Southern Illinois University as College of Business Dean. The College of Business enrolls approximately 1,200 undergraduates and 250 masters and doctoral students, offering seven undergraduate degree programs, residential & professional MBAs, a MAcc, and the Ph.D. with specialties in four areas.

In addition, Dr. Cradit was Deputy to the Chancellor, Innovation & Economic Development. The Deputy has supervisory responsibilities for the Office of Economic and Regional Development and oversight of university activities in the Southern Illinois Research Park.

**Stephen Cushman, Founder and President, Cush Enterprises**

B.B.A., California Western University

As a fourth generation San Diegan, Stephen Cushman has been actively involved with over 70 Boards and Commissions and has long been committed to making San Diego an

even better place to live. Currently President of Cush Enterprises, he worked 25 years in the travel industry and 26 years in the automotive industry.

Some of his current leadership roles include Special Assistant to Mayor Jerry Sanders, and member of the Board of Directors of the San Diego Convention Center Corporation, Sharp Memorial Hospital, San Diego Sports Commission, and the San Diego Military Advisory Council. Most notably, Steve has served as Commissioner for the San Diego Unified Port District from 1998 to 2010 and was Chairman in 2002 and 2009. Some of his past leadership roles include member of the Board of Directors of the American Red Cross and the Greater San Diego Chamber of Commerce; Chairman of the Board of the Sharp Health Care System, the Coalition to Protect the Economy, the San Diego Convention Center Corporation, and the San Diego International Auto Show among dozens more.

He has received the 2011 San Diego Hotel Motel Association Gold Key Award, the 2010 San Diego Port Tenants Association Maritime Award, the 2009 San Diego Hall of Champions Community Champion Award, the 2001 San Diego Convention & Visitors Bureau Special Recognition for Extraordinary Leadership & Support of the Tourism Industry in San Diego, and the 2001 Center City Development Corporation - Leadership and Contributions to the Redevelopment of Downtown, among many others.

**Siv Lang Della Maestra, Program Coordinator, Center for International Business Education and Research, San Diego State University**

B.A. in International Business, San Diego State University

Ms. Della Maestra studied in Chicoutimi, Quebec and interned in Paris. Ms. Della Maestra has experience working in both the public and private sector and has worked in California and Paris. She's worked at the San Diego World Trade Center conducting market research and assisting in business development efforts. She has 12 years of extensive experience working on ED funded projects. She is fluent in English, Cambodian, and French.

**Sylva Dvorak, Chief Development Officer, One World Projects**

Ph.D. Psychochoneurology and Integrative Healing, Beurin University

Sylva Dvorak maintains a private counseling practice while serving as a Partner in One World Projects, Inc. (an international fair and compassionate trade organization that creates economic self-sufficiency for individuals and communities around the world).

She is also on the faculty of Beurin University. She has consulted and developed programs for numerous Fortune 100-500 clients, including Bristol-Myers Squibb, Amway, Health Net, Herbalife, Prudential, ARCO, and Deloitte & Touche. Sylva is the co-author of HealthFairs for the Healthy Workforce and is also the co-author of The Hidden Riches coming out in October 2014 (published by Random House).

Sylva's commitment to help others goes back to her experiences as a young child. She and her family escaped from what was then Czechoslovakia during the Russian occupation and at that time she spent time in refugee camps. Through her passion for making a difference through social enterprise and social marketing - Sylva supports furthering the work of One World Projects in helping individuals and communities around the world be self-sustainable.

**Karen Ehrhart, Associate Professor of Management, San Diego State University**

Ph.D. in Industrial and Organizational Psychology, University of Maryland; M.A. and B.A., Westmont College

Karen Holcombe Ehrhart is also an Institute Scholar in the Institute for Inclusiveness and Diversity in Organizations at San Diego State University. Her research interests include recruitment and person-environment fit, diversity and inclusion, and the management of customer service employees. Her research has been published in outlets such as Journal of Applied Psychology, Journal of Management, Human Resource Management Review, Journal of Applied Social Psychology, Group and Organization Management, Organizational Dynamics, and Leadership Quarterly.

**Peggy Fleming, President, German American Chamber of Commerce California**

M.B.A, California International Business University

Peggy Fleming leads the transatlantic business program, which supports German businesses coming to the U.S. and vice versa. She believes in the idea of combining the wonderful potential of both worlds in order to further job growth and prosperity.

Ms. Fleming is a long-time advocate of educational and cultural exchange and firmly believes that cultural exchange is one of the most important diplomacy tool available to us. More than a thousand U.S. companies have participated in the International Volunteer & Internship Program since 2006.

Ms. Fleming currently serves on the Board of Directors of the World Trade Center San Diego. Additionally, she is the founder of the German based company PRAKTIKA GmbH. Today, [www.praktika.de](http://www.praktika.de) is one of Europe's leading career portals that play a major role in the global recruitment of top talents. Previously, Ms. Fleming was the Executive Manager of Metabolic Balance, Inc., an international health company that originated in Isen nearby Munich, Germany and now is present in more than 35 countries.

**Dr. Hisham Foad, Associate Professor of Economics, Director for Islamic and Arabic Studies, San Diego State University**

Ph.D. in Economics, Emory University

Dr. Foad's research focuses on how immigrant networks facilitate economic exchanges between nations, with a particular focus on Middle Eastern communities in the United States. His research has been widely cited and published in numerous outlets such as the Journal of International Money and Finance, The International Regional Science Review, and the Quarterly Journal of Finance.

**John Francis, Professor of Management, San Diego State University**

Ph.D. in Strategic Management, University of Memphis; M.B.A. Samford University

Dr. John Francis has published twenty-seven book chapters and peer reviewed research articles focusing on strategic management issues. His work can be found in leading management and international business journals including the Journal of International Business Studies, Journal of World Business and Management International Review.

Dr. Francis is a member of the Academy of International Business and United States Small Business Association. Dr. Francis teaches MBA and undergraduate courses in Strategy, International Management, and Integrative Business Consulting at SDSU. He has taught programs for Chinese, Brazilian and Korean executives, as well as led graduate courses in Taiwan and the Dominican Republic.

Dr. Francis also serves as faculty mentor for the newly established Zahn Center for Innovation Technology, an incubator that supports SDSU innovators. Lastly, his strategy based expertise has been used in consulting for several firms and is the new director of the Small Business Consulting Center at SDSU.

Prior to working in academia, he worked in project administration at BE&K Inc., an international engineering and construction firm.

**Noah Hansen, Director of International Student Center, San Diego State University**

M.A. in Pacific International Affairs, University of California, San Diego; B.A. in Latin American and Iberian Studies, University of California, Santa Barbara

Noah Hansen is a multi-faceted international educator with more than 13 years of experience in creating and managing innovative international programs for students. For the past nine years, Noah has worked at SDSU in a variety of roles that encourage student engagement in study abroad and ESL programs, as well as promote international student recruitment and admissions. He previously worked as the Senior Director for External Relations for the American Language Institute in the College of Extended Studies at SDSU, and began his time at the university at the center he now manages.

Having traveled to 49 countries throughout his life, Noah speaks fluent Spanish and has lived or worked in countries throughout Central and South America, including Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Peru and Venezuela.



**Kathleen A. Krentler, Professor of Marketing, Director of Undergraduate Programs and Assessment, San Diego State University**

D.B.A., Marketing, University of Kentucky; M.B.A. and B.A., Wayne State University

Dr. Kathleen A. Krentler oversees assessment for the college. She also serves as the Associate Director of the campus-wide Center for Teaching & Learning. In this position she works with faculty members across campus to improve their teaching and program assessment skills.

Her current research interests focus primarily on educational issues including distance learning, curriculum innovation, course pedagogy and assurance of learning issues. She has published in a variety of journals including the Journal of Business Research, The Journal of Education for Business, The Journal of Marketing Education, and The Journal of the Academy of Marketing Science as well presenting numerous papers at academic conferences.

Dr. Krentler has taught several courses abroad and served as SDSU program director for a graduate degree program between San Diego State University and University of Malta. She is past president of the Academy of Marketing Science, an international professional organization for the marketing professoriate.

**Victoria Krivogorsky, Associate Professor of Accounting, San Diego State University**

Ph.D., Kiev's Institute of Economics in Kiev, Ukraine; Ph.D. in Accountancy, University of Wisconsin-Madison

Dr. Victoria Krivogorsky research and teaching experience includes serving as visiting faculty at ESSEC -Paris, ESCP-EAP- European School of Management, Paris, France, Higher School of Economics, Moscow, Russia and l'Universite d'Avergne, Clermont-Ferrand, France.

Her research interests rest in the areas of IFRS and corporate governance. Her research efforts resulted in more than 25 academic publications. She presented the results of her research efforts at numerous business schools and conferences in France, Netherlands, Switzerland, Portugal, Finland, Poland, Russia, Turkey, Italy, China. She is a director of iBEACON (International Business Economics Accounting Collaborative Network).

**Marisela LaPlante, Internship Coordinator of International Business Program, San Diego State University**

M.L.I.S., San Jose State University; B.A. in History, University of New England

Marisela has been with the International Business program since 2011 and was promoted to Internship Coordinator in 2013. Since then Marisela has served on several committees

on campus to promote and raise awareness for the development of internships abroad for International Business students. In 2014 Marisela was the recipient of the San Diego State University: Presidential Staff Excellence Award.

Marisela is currently a member of NAFSA, as well as the Forum on Education Abroad. In 2014 Marisela received a generous scholarship to participate in NAFSA Academy, a yearlong training program for international educators.

**Mary Ann Lyman-Hager, Professor of French, Director of Language Acquisition Resource Center, San Diego State University**

Ph.D. in Foreign Language Education, University of Idaho

Dr. Lyman-Hager directs the University's Critical Language Program, focusing on intensive formatted classes in language and culture designed especially for those in military and government service, as well as for ROTC cadets. Language programs created since 1998 have included Arabic, Iraqi dialect, Pashto, Persian/Farsi, Indonesian, North African French, Filipino and Korean.

Dr. Lyman-Hager has also directed a large testing project to create on-line oral proficiency measures for a variety of world languages at the advanced level. This test is used as a screening and diagnostic test where it is impractical to offer the ACTFL Oral Proficiency Interview. She also pioneered the creation of the first university-based distinguished level language programs in Arabic and Persian.

**Doreen Mattingly, Associate Professor of Women's Studies and Internal Evaluator of Center for International Business Education and Research, San Diego State University**

Ph.D. in Geography, Clark University; M.A., University of California, Los Angeles; A.B., University of California, Berkeley

Research methods, social narratives, international women's issues, and women's labor and migration are the subjects of her research and teaching. Her dissertation was entitled Domestic Service, Migration, and Local Labor Markets on the U.S.-Mexico Border (Clark University, Geography, 1996). In addition to numerous articles and book chapters, she has co-edited a book with Ellen Hansen titled Women and Change at the U.S. Mexico Border: Mobility, Labor and Activism (University of Arizona Press, 1996). Several of her publications deal explicitly with issues of evaluation and research methods, including a jointly-authored article published in Review of Educational Research, which reports on a meta-evaluation of methodologies used to support claims about the effectiveness of programs. She has received (as PI or co-PI) over \$315,000 in grants and contracts.

Her accomplishments as a teacher include developing and offering 15 different courses in Geography and Women's studies at SDSU, serving on over 37 masters' theses

committees and two Ph.D. committees. For several years, she has taught a graduate research methods course (Methods of Inquiry in Women's Studies). Her international expertise has been greatly aided by the work she has done as creator and co-director of seven travel study trips: three to China, two to India, one to Europe and one to Guatemala. These three-week courses involved taking 20-30 students abroad for a series of lectures by in-country experts, as well as visits to NGOs and government offices.

**Martina Musteen, Associate Professor of Management, San Diego State University**

Ph.D., University of Kansas, Master's, CIMBA; Bachelor's, University of Maryland in Heidelberg, Germany

Dr. Musteen teaches courses in international entrepreneurship and international business on undergraduate, graduate and executive levels. Dr. Musteen has taught in various other programs in the U.S. as well as in Taiwan, Italy, France and Mexico.

Her research interests include internationalization process of entrepreneurial firms, offshoring, corporate reputation and social entrepreneurship. Her papers have been presented in numerous international academic conferences and published in journals such as the Journal of International Business Studies, Journal of Management, British Journal of Management, Journal of World Business, Leadership Quarterly, Journal of Business Research, Journal of Applied Behavioral Science, Management International Review, Entrepreneurship Theory & Practice, and Journal of Developmental Entrepreneurship.

Dr. Musteen has been actively involved in the academic community as a Chair of the International Entrepreneurship Group at the United States Association for Small Business and Entrepreneurship (USASBE), a member of the Academy of International Business, Academy of Management and a reviewer for a number of scholarly journals. Dr. Musteen has experience as a board member and an advisor of companies in both the for- and non-profit sector.

**Nancy Nicholson, Director of International Relations Office, World Trade Center San Diego**

Nancy Nicholson joined World Trade Center San Diego in January 2010 to lead the newly established International Relations Office (IRO). She is responsible for receiving and coordinating international delegation visits to the San Diego region. Ms. Nicholson works with local organizations and businesses to facilitate introductions and meetings of foreign guests.

Ms. Nicholson has extensive experience in handling protocol matters. She worked with legislators, ambassadors and Supreme Court justices as she moved around the country. Comfortable in the International arena, she has received 121 delegations from 59 countries to the San Diego region. She speaks French and Italian.

She also manages the Professional Development (Intern) Program at WTCSD. The program works with 50+ associates from local and international Universities as well as candidates in workforce transition.

Locally, Ms. Nicholson managed the administration of a successful San Diego business, and was manager and budget counselor for the nonprofit Navy-Marine Corps Relief Society. Her efforts produced numerous personal awards for service, including a noteworthy Special Commendation from San Diego Mayor, Dick Murphy and Recognition from the U.S. Department of Commerce

**Ghada Osman, Professor of Arabic Studies, Chair of Department of Linguistics & Asian/ Middle Eastern Languages, San Diego State University**

Ph.D. in Middle Eastern Studies, Harvard University; M.A. in Islamic Studies, UCLA

Dr. Osman also serves as Director of the Arabic Language Program, and is Undergraduate Advisor for the major and minor in Islamic & Arabic Studies. Between 2006 and 2010 she served as Director of SDSU's Center for Islamic & Arabic Studies.

Her research focuses on interactions between speakers of Arabic and others both in the medieval Muslim world as well as in the contemporary United States. She is author of many scholarly articles on these topics, as well as of the book, *A Journey in Islamic Thought: the Life of Fathi Osman* (London & New York: IB Tauris, 2011).

**Dr. Ramona Pérez, Professor of Anthropology, Director of International Business, and Director of the Center for Latin American Studies, San Diego State University**

Ph.D. and M.A., University of California, Riverside; B.A., SDSU

Dr. Pérez has worked for more than twenty years on tourism as economic development, rural strategies of economic diversification in Mexico and Central America and immigration, youth, and health.

Her publications cross disciplines and can be found in journals such as *Annals of Anthropological Practice*, *Children's Geographies*, *International Journal of Adolescence and Youth*, *Global Public Health*, *Journal of Anthropological Research*, *Cuadernos del Sur*, and many more.

Dr. Pérez serves on the Executive Board of the American Anthropological Association and was the President of the Society for Latin American and Caribbean Anthropology from 2009 to 2012. She is also the Chair of the Institutional Review Board at San Diego State University.

**Leni Preciado, Senior Vice President, HSBC Bank USA**

Leni Preciado is a senior vice president and global relationship manager with the Southern California core middle market team in Los Angeles. Based in San Diego, Leni is responsible for leading the Bank's expansion into the San Diego region; delivering HSBC's vast global network, capabilities and thought leadership to middle-market companies that have international working capital/finance, treasury and other risk management needs.

A San Diego native, Leni initially joined HSBC in San Francisco in 1985. Over the course of her banking career, she has successfully led teams domestically and internationally in: San Francisco, Seattle, Los Angeles, New York, London and San Diego through various operational, credit and relationship management roles. She has served on numerous internal bank steering committees regarding asset/liability management, regulatory policy/implementation and compliance.

Leni is currently on the board of the World Trade Center San Diego (WTCSD) and serves in the position of vice chair. The WTCSD promotes international commerce and local prosperity through global connectivity via a network of over 330 WTCs in 100 countries, with access to over one million partners and member companies. Leni is also currently on the board of Athena San Diego; an organization dedicated to driving personal & professional growth for executive & middle management women primarily in STEM related industries.

**Cathy Pucher, Executive Director of Zahn Innovation Center, San Diego State University**

B.S. in Electrical Engineering, University of California, San Diego

Ms. Pucher brings 20+ years of experience in the high tech industry and has worked for established and start up technology companies. As the Executive Director to the Zahn Innovation Center at San Diego State University, Ms. Pucher's responsibilities include strategy development, promotion, oversight and mentoring of teams, and support for philanthropic fundraising efforts. She helped create EvoNexus and served as their first Executive Director. EvoNexus is an incubator dedicated to simulating the growth of new high technology companies in San Diego.

**Camille Schuster, Full Professor of Marketing, California State University San Marcos and President of Global Collaborations, Inc.**

Ph.D. The Ohio State University

Dr. Schuster is a member of the San Diego Imperial Valley District Export Council and the AMA Global Marketing Special Interest Group. She has published two e-Books (New Ways of Working Together: Collaboration Within and Between Companies and New Ways of Working Together: Organizational and Employee Change) with GettothePointBooks.com.

She co-authored two books with Michael Copeland, retired human resources manager with Procter & Gamble (Global Business Practices: Adapting for Success and Global Business: Planning for Sales and Negotiations). She co-authored a book with Don Dufek, retired senior vice president and officer of The Kroger Company, (The Consumer . . . Or Else!). Another book (The Rise of Consumer Power: Adopting the Right Marketing Communication Strategies) was published in Singapore. Dr. Schuster has authored over 30 articles in professional and academic publications. Dr. Schuster taught at Xavier University, Arizona State University, Garvin School of International Business, Virginia Tech, and Indiana University Northwest. Dr. Schuster has worked with over 60 companies in more than 20 countries around the world.

**Peter Shaw, Managing Director, Shaw Management Advisors and Executive in Residence, SDSU College of Business Administration**

Peter Shaw is Managing Director of Shaw Management Advisors, Int'l LLC, (SMAI) a San Diego based international advisory firm that provides services for CEO's, Board of Directors, Venture Capitalists and Entrepreneurs. Mr. Shaw has been the founder or first professional CEO of six companies, a majority of which have led to successful exits. He has served at the direction of venture capital boards as interim and turnaround CEO for four other companies.

Mr. Shaw has, and continues to sit, on numerous private and public boards as an outside director and makes selective angel investments in high quality early stage companies. He serves as a Director of San Diego's CONNECT and the San Diego Venture Group, where he had also served as President.

**Gangaram Singh, Professor of Management, Director of Center for International Business Education and Research, San Diego State University; Beyster Fellow, Beyster Institute, University of California San Diego**

Ph.D. and M.I.R. in Industrial Relations, M.B.A., University of Toronto; B.A., University of Windsor

Dr. Singh is a professor of management as well as principal investigator for the Center for International Business Education and Research at SDSU. He teaches human resource management, international human resource management, and research methodology.

After completing his education in Canada, he relocated to the United States where he taught for two years (1997-1999) at Case Western Reserve University. Since moving to SDSU in 1999, he has published more than 50 articles in highly respected academic and practitioner journals including: International Journal of Management and Decision Making, International Journal of Hospitality and Tourism Administration, Journal of Applied Social Psychology, International Journal for the Psychology of Religion, Wayne State Law Review, International Employment Relations Review, and International Journal of Human Resource Development and Management. His research includes three

broad areas: issues of an aging workforce, international employment relations, and innovations of human resource management and collective bargaining.

In recognition of his excellence, he has received funds for his research from the Department of Labor, the Barber Fund (Wayne State University), and the Taiwan Cost Management Institute. In 2008, Dr. Singh was named Beyster Fellow, with UCSD's Beyster Institute (formerly the Foundation for Enterprise Development).

**Dr. Chamu Sundaramurthy, Professor of Management, San Diego State University**

Ph.D. University of Illinois, Urbana Champaign

Dr. Sundaramurthy has taught executive, graduate, and undergraduate courses in international strategic management and coordinates the course offerings in this area. Her research is at the interface of international strategic management, entrepreneurship, and corporate governance. Her most recent work centers on global social innovations and the role of the institutional context (such as corruption levels) in determining the success of cross-border mergers. She also continues research on boards of directors of family businesses, public corporations, and non-profits.

She has published in leading journals such as the Academy of Management Review, Strategic Management Journal, Entrepreneurship Theory and Practice, Journal of Management, Multinational Business Review, and Entrepreneurship and Regional Development among others.

Dr. Sundaramurthy serves on the editorial boards of two premier journals in her field, the Academy of Management Review and Strategic Management Journal, and on the boards of two additional journals: Journal of Managerial Issues and International Strategic Change Management. In recognition of her service, she has received multiple outstanding reviewer awards from the Academy of Management (AOM). She also served on the Research Committee of the Business Policy and Strategy Division of the AOM.

**Alan Sweedler, Assistant Vice President for International Programs, Professor of Physics and Director of the Center for Energy Studies, and Director of the Environmental Sciences Program, San Diego State University**

Ph.D. Physics, University of California, San Diego

Dr. Sweedler has worked at the Department of Energy's Brookhaven National Laboratory in New York and spent two years at the University of Chile establishing a laboratory for the study of superconductivity and magnetism before joining the faculty at SDSU in 1980. He was chosen as one of two nationally selected scientists to receive a Congressional Science Fellowship and served in the U.S. Senate on the staff of Senator Jeff Bingaman, now Chair of the Energy and Natural Resources Committee. He was also selected as Carnegie Fellow at Stanford University's Center for International Security and Arms Control, as well as a visiting scholar at the University of California's Institute

on Global Conflict and Cooperation. He also spent two years in Chile (1970-1972) at the Faculty of Sciences, University of Chile, in Santiago, Chile as a Ford Foundation Fellow.

Dr. Sweedler was a founding member of the San Diego based California Center for Sustainable Energy and served as Chairman of its Board for four years. He is currently on the Board of Directors of several energy and sustainability-related entities: the National Energy Center for Sustainable Communities, CleanTECH San Diego and the recently established Center for Regional Sustainability at SDSU.

The author of over sixty journal articles in energy science and energy planning, Dr. Sweedler has also co-edited four books and written 10 book chapters on energy and international security. In addition he is a member of the steering committee of the newly created Center for Regional Sustainability at San Diego State University.

In the area of teaching, Dr. Sweedler was the founding Director of SDSU's Environmental Sciences Program and the creator of a popular course on Energy and the Environment. He is also one of the founders of the International Security and Conflict Resolution (ISCOR) undergraduate degree program, which is the study of international conflict and conflict management

**Stephen Tallman, E. Claiborne Robins Distinguished Professor of Business, University of Richmond**

Ph.D. in International Business and Strategic Management, UCLA

Dr. Tallman has been on the faculty of the University of Hawaii, the University of Utah, and the Cranfield School of Management, and has visited at numerous other business schools around the globe, including INSEAD, Copenhagen Business School, SDA Bocconi, and the Hong Kong University of Science and Technology.

His research interests include global strategic management, geographic clusters, organizational learning and alliance strategies. He has published journal articles in Academy of Management Review, Academy of Management Journal, Strategic Management Journal, Journal of International Business Studies, Journal of Management Studies, California Management Review, and Journal of Economic Geography, among others.

He chaired the International Management Division of the Academy of Management and founded the Global Strategy Interest Group of the Strategic Management Society. He is the founding and current Co-Editor of Global Strategy Journal and was an Associate Editor for Strategic Management Journal, a Consulting Editor for Journal of International Business Studies, and a member of the editorial boards of various other journals. He is a Fellow of the Academy of International Business. He also graduated from the U.S. Military Academy.



**James Tarbox, Executive Director of Career Services Center, San Diego State University**

Ph.D. and M.A., Penn State

Dr. Tarbox is the campus co-administrator of the award-winning campus WorkAbility IV program at SDSU, and teaches on campus. He also serves as Chair for the Campus Internship Working Group, which is part of the campus strategic plan, Building on Excellence. James is a past president of MPACE (Mountain Pacific Association of Colleges and Employers, [www.mpace.org](http://www.mpace.org)). He has served on several committees for NACE – the National Association of Colleges and Employers ([www.nacweb.org](http://www.nacweb.org)), and serves on the editorial board for the Journal of Student Affairs Research and Practice of NASPA ([www.naspa.org](http://www.naspa.org)). James is an alumnus of Penn State (M.A. and Ph.D.) and Bates College.

**Ryan Vanshur, Student and President of IB Society, San Diego State University**

Ryan's work in the Faculty Student Mentorship Program (FSMP) entails a study of startup companies in the Zahn Center incubator. The purpose of his study is to follow organizations nurtured through incubation programs and identify how entrepreneurial team selection, formation, and development affect business structure, management, and social atmosphere. In the entrepreneurship literature, a number of studies have addressed the individual aspects of entrepreneurial process but less so the "team" aspect of venturing. The topic requires longitudinal qualitative case study methodology focusing on evolution of embryonic companies. A case study of ventures in the Zahn Center incubator program is therefore ideal for this purpose. Ryan, a protégé of Prof. Musteen, took advantage of resources available through FSMP to attend to the 2014 USASBE (US Association for Small Business and Entrepreneurship) in Fort Worth, TX.

**Carl Winston, Director of the School of Hospitality and Tourism Management, San Diego State University**

M.P.S. in Hotel Administration, Cornell University; B.A., Sociology, University of California, San Diego

Mr. Winston is the founding director of the School of Hospitality and Tourism Management. This school was created with a blend of industry professionals and scholars working to create a unique teaching model with a “real world” leadership emphasis. In 8 years, the program has received prominence and is recognized internationally as one of the “up and comers” in hospitality education.

Prior to working at San Diego State University, Mr. Winston had 20+ years of experience in a wide variety of senior executive level industry jobs throughout North America. In these roles, he ran hundreds of hotels, restaurants, amusement parks and related businesses. Mr. Winston is involved with a large number of local, regional and

international industry associations where he serves in leadership positions and Boards of Directors.

**Paul Wong, Dean of the College of Arts and Letters and Professor of Sociology, San Diego State University**

Ph.D., M.A., and B.A., University of California, Berkeley.

Dr. Wong has held academic appointments at a number of universities, including the University of California at Berkeley and San Diego, University of Illinois, Arizona State University, and Washington State University. He was a fellow at the Center for Advanced Studies in the Behavioral Sciences at Stanford in 1982. He has held administrative appointments as an associate dean at Washington State University, associate provost at Colorado State University, and Dean of Social Sciences at Hong Kong Baptist University. From 1999 to 2003, he served as the dean of the College of Arts, Sciences, and Letters at the University of Michigan, Dearborn, where he also established and directed the Center for Arab American Studies. Concurrently, he served on the core faculty of Asian Pacific Studies in the Program in American Culture at the University of Michigan, Ann Arbor where he taught both undergraduate and graduate courses. He was a faculty associate of the Center for Chinese Studies at Ann Arbor.

He has served as a consultant for various organizations such as American College Testing, the United States Equal Employment Opportunity Commission, Mexican American Legal Defense and Educational Fund, Department of Health and Human Services, Department of Defense, Centers for Disease Control, United States Public Health Service, and the Office of the Arizona State Attorney General. He served on the Arizona Governor's Task Force on Educational Reform in 1991-1992. He was appointed by the Chief Executive of Hong Kong to serve as a member of the University Grants Committee (UGC) of Hong Kong, 2000-2002. His research has been supported by various funding sources such as the National Science Foundation, National Institute of Mental Health, Rockefeller Foundation, U.S. Sentencing Commission, Spencer Foundation, Ford Foundation, Department of Defense, Department of Education, Department of Housing and Urban Development, Rosenberg Foundation, Department of Health Resources and Services Administration, and Administration on Aging. He has reviewed proposals extensively for federal and state agencies as well as foundations. He has also been a frequent manuscript reviewer for major research journals and academic presses.

**J. Luke Wood, Assistant Professor of Administration, Rehabilitation, and Postsecondary Education, San Diego State University**

Ph.D., Arizona State University; Master's and Bachelor's degrees, CSU Sacramento

Dr. Wood is an educational researcher focusing on community colleges. His areas of interest include ethical leadership, decision-making and Black male success. Wood's work on ethics examines how ethical paradigms (particularly the ethic of local

community) can guide leaders' consideration of alternative courses of action in decision-making processes. His research on Black males centers on student success, broadly defined (including engagement, persistence, remediation, achievement, transfer).

Wood has two texts, *Community College Leadership & Administration: Theory, Practice and Change* (2010, Peter Lang) and *Black Males in College: Implications for HBCU's and Beyond* (in press for Dec 2011, Routledge). He is also co-editor of the *Journal of African American Males in Education* (JAAME).

**Y. Helio Yang, Professor of the Information and Decision Systems, San Diego State University**

Ph.D. in Decision and Information Sciences and M.S. in Industrial and Systems Engineering, University of Florida

Professor Yang has over twenty-years of teaching and research experiences in global supply chain management, operations management, and project management. She is the coordinator of the graduate Supply Chain Management Program. She is also the academic advisor for the Supply Chain Management specialization and Project Management specialization for the MBAs. She has been a visiting professor at University of California at San Diego and Thunderbird School of Global Management.

Professor Yang has been a frequent speaker at international conferences, seminars and workshops. She currently serves on editorial advisory boards of four academic journals. Her recent publications include an empirical study on the correlation of supply chain collaboration on firm performances using data from Asian companies, a case study on the impact of global sourcing strategies to supplier relationships using two leading global EMS firms, and a case study on how a multinational transformed through the experience of managing projects globally.

Professor Yang is certified by the Supply Chain Council on SCOR model, which is a global supply chain framework widely used in industries. She received training on PMBOK and Microsoft Project Server from Project Management Institute, which sets the global standards and certifications for project management professionals. Professor Yang is very active in promoting international program and serves at SDSU International Program Council. She teaches courses in Taiwan and Mexico, and has established study abroad programs with two prominent universities in China in 2008. Recently she received an outstanding faculty contribution award from the College of Business in 2008, and a faculty appreciation award from SDSU Mortar Board in 2007.



## SAN DIEGO STATE UNIVERSITY

### Budget Notes

San Diego State University (SDSU) CIBER, as a national resource center, is able to implement with great success and efficiency an extensive portfolio of activities. The agenda for 2014-2018, is highly comprehensive and far-reaching. SDSU CIBER is confident in its ability to carry out a prolific and nationally visible set of projects in a cost-effective manner. For the 2014-2018 cycle, SDSU CIBER has carefully calculated each budget item to ensure cost efficiency for every year of its operation.

SDSU CIBER relies upon the existing contributions from SDSU as the foundation for its activities. SDSU's investment in CIBER comes in the form of considerable cash and in-kind matching contributions such as personnel, operating budget, facilities, equipment, and supplies. The proposed budget indicates that federal support will, at a minimum, be matched dollar for dollar from the beginning of the grant cycle. These institutional contributions are shown in detailed budget which is included in the Budget Narrative section of this application.

The experience of SDSU CIBER management and staff results in an in-depth understanding of the factors and costs involved in operating instructional and service programs for international business education. More than twenty years of experience in managing a highly visible national resource center has resulted in established work routines, streamlined processes, and efficient systems, which translate into a high level of productivity. The funds budgeted are reasonable, allowable, necessary and in line with resources that have been required to support similar projects at SDSU.

#### **6150 (Principal Investigator)**

- This line item represents additional effort compensation for the program's Faculty Director/Principal Investigator. The Faculty Director has overall responsibility of the CIBER grant and fully manages the research and curricular component of the CIBER grant



program throughout the year. The institution covers 20% salary for the PI, however, the additional effort is not covered by institutional funds.

**6001 (Project Director)**

- This line item is requested to cover the Managing Director's additional pay over each 12 month period. The Managing Director is responsible for managing the CIBER project including: developing, structuring, directing and refining the complex research and educational activities funded, directed and coordinated through the SDSU CIBER grant. In addition, the Managing Director is charged with ensuring regulatory and budgetary compliance in all areas related to the U.S. Department of Education grant. This position oversees the administration of the many components of the CIBER grant. Also, this position maintains the ongoing relationships with several SDSU colleges and departments, and continuously develops relationships outside the university which support sustainable and meaningful opportunities for students and faculty so that they keep abreast of the evolving international business environment.

**6019 (Administrative)**

- The Program Coordinator handles the administrative details required by the many components of the grant. This includes the budgetary administration and tracking financial support for research, travel, language training, student mobility and initiatives to enhance curriculum. This position coordinates, on an ongoing basis, directly with the SDSU Research Foundation to ensure accuracy and accountability.

**6004 (Administrative Assistant)**

- A part-time office assistant handles the day to day filing, copying and other office duties.

**6002 (Professional)**

- This line item covers the costs to support course development and new degree programs in business and foreign language.

**6023 (Student Assistants)**

- Two students will work 10 hours per week to assist the Program Coordinator. Responsibilities include: data input, file and records maintenance, as well as website maintenance.

**6027 (Research Assistants)**

- Graduate Research Assistants will assist faculty in collecting, compiling and processing research data.

#### **6155 (Internal Evaluator)**

- This Internal Evaluator is responsible for continuous assessment of evaluation instruments and rubrics for CIBER programs so that the most reliable and valid evaluation data is acquired, analyzed, and properly reported. This person is independent of the grant project. The management plan provides a plan to ensure that the evaluator maintains sufficient independence from the project team in order to avoid any potential or perceived conflict of interest. The Internal Evaluator will be responsible for completing the scope of work outlined in the grant application. Compensation has been set at \$600 per month for a nine month period annually.

#### **6110 (Researcher)**

- This line item covers the costs of research support where additional effort is required.

#### **6500 (Fringe Benefits)**

- This line item is necessary to cover the fringe benefits for staff positions based on the actual expenditures for each program year. The average fringe benefit rate used for all staff is 45.1%. Fringe benefits are charged at the negotiated institutional rates and vary depending on the employment category for each position. Fringe benefits are calculated according to CSU guidelines include, FICA, SUI, Workers' Compensation, State Disability, Sick Leave, Vacation Leave, Voluntary Retirement, Dental Insurance, Health Insurance, Life Insurance.

#### **7053 (Computer Supplies)**

- This line item is necessary to cover possible computer/printer, scanner, digital camera and other computer-related supplies, such as computer storage drives for the Project. Computers are used daily to coordinate, market, evaluate, report and maintain all project activities and information.

#### **7259/7261 (Printing and Publication)**

- This line item is necessary to cover duplication costs such as: documentation of program activities, instructional materials for students, and back-up documents to support other miscellaneous project documents and outreach activities to constituents.

#### **7380 (Conferences)**

- This category includes all Faculty Development Programs listed in the proposal, student competitions as well as other nationally and locally hosted conferences for students, faculty and business executives, teacher training programs, monthly speaker's series and co-sponsored outreach events with regional partners.

#### **7410 (Memberships)**

- This budget item refers to the annual cost of membership with PACIBER, AIB and CUIBE.

#### **7710 (Consultant Fees, contractual)**

- Consultants will be used for language experts in designing and implementing the test preparation courses and professional tests as part of the CAST system. Also, consultants will be used to evaluate the student Passport Portfolio during its inaugural years and to develop the pre-departure training modules for business and executive programs.

#### **7459 (Other Operating)**

- This line item is necessary to cover support for faculty research projects, student scholarships, facilities and A/V costs for meetings, and student mobility stipends (not tuition or participant costs). The External Evaluator also falls under the other category. The External Evaluator will use the information generated by the Internal Evaluator to add another level of rigor to the overall evaluation plan. The External Evaluator will travel to San Diego twice during the project period to do a full review and site visit. Cost allowances are in line with institutional policies. The breakdown of expenses is: \$500 per day for six days of work; three days on site and three days of work at home city. Estimated travel costs include roundtrip tourist-class airfare from Richmond, VA, at \$740, lodging at \$250/night for three nights hotel, per diem \$55 for four days and \$5/day for incidentals.

#### **7050 (Office Supplies)**

- This line item is necessary for office supplies to cover administrative supplies not otherwise provided by the institution. This includes electronic recording devices, computer storage device, stationary and promotional materials.

#### **7113 (Domestic Travel)**

- The domestic travel category is listed to support faculty and project administrative travel when it is necessary to meet with collaborators, conduct conferences and further collaborative research projects. It also includes administrative travel to attend the annual directors' meeting as stipulated by the U.S. Department of Education. Transportation costs



do not exceed tourist-class airfare. For automobile mileage, the established institution rate of 0.56 is used. The institution's per diem rate is used on all domestic travel (\$10 breakfast, \$15 lunch, \$25 dinner, and \$5 for daily incidentals).

**7114 (Foreign Travel)**

- This line item covers travel expenses necessary to support overseas faculty travel for research purposes as well as administrative travel to meet with overseas university partners and other collaborative events. All overseas travel will receive pre-departure approval using the IRIS system as required by the U.S. Department of Education. Transportation costs do not exceed tourist-class airfare. The U.S. State Department published foreign per diem rate is used on all foreign travel (amounts vary by location).





1. To build on SDSU leadership in language assessment and education									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Enhance Computer Assisted Training Tool (CAST)	A.1 Add Levantine dialect A.2 Enhance CAST for pedagogical proficiency A.3 Create and implement pre-internship assessment for IB Students A.4. Create self-support model A.5 Incubate CAST as a social venture								
B) Implement IB Student Portfolio	B.1 Support faculty assessment of IB portfolios								



## Supplemental Materials 8A: CIBE Performance Measurement Forms

Language Training Modules	offer pre-departure language training for business professionals  C.2.Create and offer business language training for military veterans								
D) Create and support Faculty Development Programs (FDPs)	D.1. Offer FDPs at local community colleges  D.2. Offer FDPs at other CSU campuses								
E) Offer annual CIBER Business Language Conference	Collaborate with other CIBERS to offer annual conference								



2. Develop and implement an integrated high-impact learning curricula									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Add high-impact components to the IB major	A.1 Initiate a global module first-year seminar  A.2 Create and offer study / internship opportunities in Brazil and Jordan  A.3. Create a repository of IB internships abroad  A.4. Implement an IB Capstone Case Competition  A.5. Implement a study/ internship returnee conference								
B) Increase the size of the IB major	B.1) Create and implement outreach program to local K-12								



# Supplemental Materials 8A: CIBE Performance Measurement Forms

	<p>schools</p> <p>B.2 Create and implement outreach program to local Community Colleges</p> <p>B.3. Initiate an International Business career fair at SDSU</p>								
C) Add high-impact components to the BS/BA major	<p>C.1 Create and implement a global module first-year seminar</p> <p>C.2 Develop and implement a portfolio of high-impact learning activities</p>								
D) Add high-impact components to the graduate curriculum	<p>D.1 Propose and prepare to launch a new 5-year IB/MBA program</p> <p>D.2 Support student participation in Global Business Project</p> <p>D.3 Embed short-</p>								



## Supplemental Materials 8A: CIBE Performance Measurement Forms

	<p>term study abroad to Germany in IFRS course</p> <p>D.4. Collaborate with Sports MBA and Executive MBA programs to create pre-departure modules for mandatory study abroad courses</p>								
E) Bridge the nexus between education and entrepreneurship	<p>E.1 Collaborate with Zahn Innovation Center to develop and implement a sub-category of international social entrepreneurship</p> <p>E.2 Collaborate with San Diego Export Plan Initiative and SDSU Small Business Consulting Center to support small businesses in developing international trade</p> <p>E.3 Make permanent an experimental program (IBOD)</p>								



# Supplemental Materials 8A: CIBE Performance Measurement Forms

	where MBA students develop projects to assist companies interested in developing international business								
F) Global Internship Conference	F.1 Participate in annual conference								



3. To create excitement, provide support, and celebrate a scholarly IB cluster									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Increase faculty research focusing on international business	A.1 Implement the Faculty IB Research Grant Program								
B) Support undergraduate research	B.1) Create and implement an IB research track in the SDSU student research symposium  B.2 Create and implement a Faculty-Student International Business Mentorship Program  B.3. Initiate an International Business career fair at SDSU								
C) Support applied research	C.1 Produce and disseminate a study of San Diego industry clusters  C.2 Create an IB Index								



# Supplemental Materials 8A: CIBE Performance Measurement Forms

	that combines various measures of international business into a single score								
D) Disseminate supported IB research	<p>D.1 Compile and maintain up-to-date directory of publications of CIBER-affiliated scholars</p> <p>D.2 Create and support an international business research community at SDSU</p> <p>D.3 Participate in the Journal of International Business Studies Paper Development Workshop</p> <p>D.4 Participate in the Academy of International Business annual conference</p> <p>D.5 Participate in PACIBER to promote teaching, research and outreach in the region</p>								





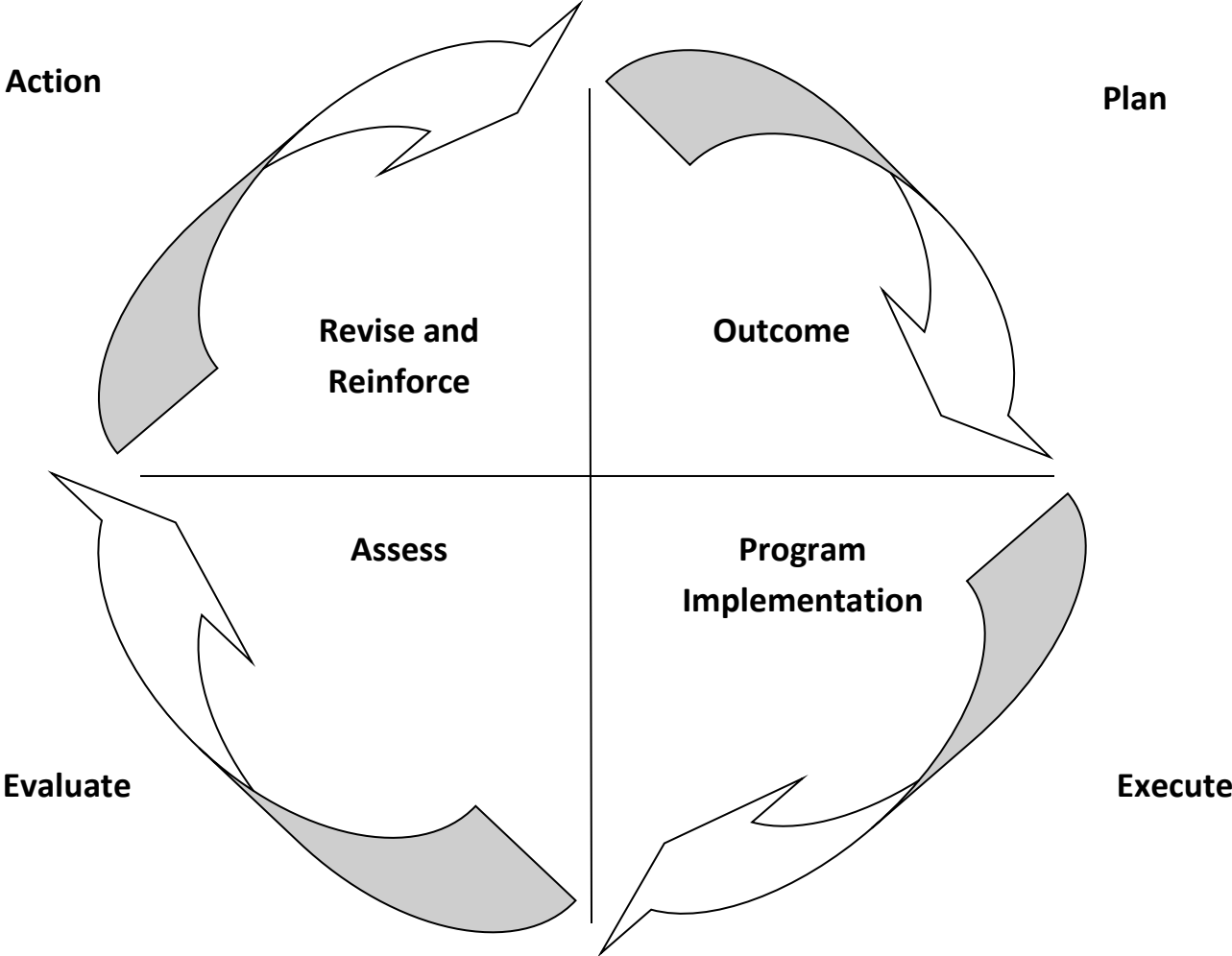
4. To engage and assist constituents outside of SDSU in order to improve IB education and US competitiveness									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Conduct academic outreach activities to support IB programming in community colleges and MSIs	A.1 Facilitate creation of CIBER Community College Network A.2 Facilitate creation of CSU Consortium A.3 Participate in Western Regional CIBER Consortium A.4 Provide programs for Faculty Development in International Business (FDIB)								
B) Conduct business outreach activities to support and enhance global competitiveness of local businesses	B.1. Spearhead partnership between CIBERs and NDEC B.2. Help support and implement the San Diego Regional Export Plan B.3. Offer programs to increase international								



# Supplemental Materials 8A: CIBE Performance Measurement Forms

	trade activities in collaboration with the World Trade Center of San Diego  B.4. Offer programs to increase international trade activities in collaboration with the U.S. Commercial Service								
C) Engage in regional collaborations	C1. Participate in the San Diego Regional Chamber of Commerce International Committee  C.2 Participate in the Cali-Baja Bi-National Mega Region Initiative  C.3 Participate in the Cross Border Climate and Renewable Energy Summit: Opportunities for Trade and Investment								





## Supplemental Materials 8C: Steps of the Evaluation Strategy

Focus	Step 1	Step 2	Step 3
<b>What</b>	Initiatives within Program Elements 1-4	Program Elements 1-4	Overall Mission; Program Element 5
<b>When</b>	Throughout the grant cycle as needed	Throughout the grant cycle as needed	Annually
<b>Who</b>	Primary responsibilities of the internal evaluator and CIBER staff	Primary responsibility of internal evaluator and critiqued by external evaluator	Both internal evaluator and external evaluator
<b>How</b>	Collect and report process data on the implementation on projects, number and demographics of participants, and progress of collaborations	Collect data on reactions, learning, transfer and results of specific initiatives, via surveys, focus groups and participant feedback	<ul style="list-style-type: none"> <li>• Aggregate initiatives upward</li> <li>• Annual Advisory Council meeting to report on suggestions, feedback and corrective action</li> </ul>



Initiative	Objective/Overall Goal	Target Audience	Short-Term Measurable Outcome: Reaction and Learning	Long-Term Measurable Outcome: Transfer and Results
<b>Program Element 1: Foreign Language Assessment and Education</b>				
A. Computer Assisted Screening Tool (CAST)	Collaborate with LARC to continue development of web-based examination to assess oral language proficiency	Individuals preparing to enter professional programs in international relations, business, translation and interpretation, government work, or foreign language teaching	LARC user evaluation and expert assessment protocols	Whether and how much foreign language skills are used in obtaining a job and building a career, as measured by annual survey of graduates and alumni
(i) Add Levantine Dialect	Expand CAST to include testing for Levantine speakers (an Arabic dialect used in Syria, Palestine, and Jordan); provide to all SDSU students travelling to Jordan	All CAST users; IB students planning to study abroad in target language	Creation of CAST program  User feedback	
(ii) Enhancement for Pedagogical Proficiency	Add elements to CAST to assess students' ability to study in target language	All CAST users	Introduction of elements  User evaluations and feedback	
(iii) Pre-Internship Assessment for IB Students	Collaborate with LARC and IB to apply CAST to prepare students prior to departure for international internships or study abroad	IB majors	Introduction of training program  Usage  Student evaluations and feedback	
(iv) Create Self-Support Model	Collaborate with MBA Consulting Team to launch CAST as a self-supporting program to promote widespread dissemination	MBA students	Completion of report	
(v) Incubate Social Venture	Collaborate with Zahn Innovation Center to identify and coach a team to assess/launch CAST as a social venture	All foreign language learners and instructors	Launch social business	Success of social business as measured by number of new users

<b>Initiative</b>	<b>Objective/Overall Goal</b>	<b>Target Audience</b>	<b>Short-Term Measurable Outcome: Reaction and Learning</b>	<b>Long-Term Measurable Outcome: Transfer and Results</b>
B. IB Student Portfolio (Evaluations)	Support faculty assessment of IB student portfolios to evaluate contribution of language requirement and other CIBER-supported high-impact learning activities on Student Learning Outcomes (SLOs)	IB program	Creation of assessment rubrics and protocol  Percent of students achieving IB SLOs	Whether and how much the language is used in obtaining a job and building a career, as measured by surveys of IB graduates and alumni
C. Language Training Modules				
(i) Pre-departure Language Training for Business Professionals	Develop and offer pre-departure language training for business professionals who participate in annual trade missions to China, Germany, Japan, and Mexico	Business professionals and faculty on trade missions	Creation of training program	Whether and how much the language is used in trade mission
a. Chinese			Participation	
b. German			User evaluation	
c. Japanese				
d. Spanish				
(ii) Business Language for Military Veterans	Collaborate with LARC to create program to formalize language acquisition from overseas deployment to apply to business	Veteran students	Introduction of program  Enrollment  Student evaluations and feedback	Whether and how much the language is used in obtaining a job and building a career
D. Faculty Development Programs (FDP)	Support curriculum development and the incorporation of language training in IB departments	IB and related departments in California CC and CSU campuses (78% MSI)	Creation of FDP Program	Change in programs to include foreign language training as measured by annual survey of involved institutions
(i) Community Colleges (CC)			Enrollment  Participant evaluations and feedback	Significant and sustained collaboration with CCs and MSIs
(iv) California State Universities (CSU)				
E. CIBER Business Language Conference	Collaborate with other CIBERs to offer annual conference	Instructors and other stakeholders in business language programs	Offer conference  Send SDSU and other MSI faculty  Participant evaluations and feedback  Attendance	Improvement of international business education

Initiative	Objective/Overall Goal	Target Audience	Short-Term Measurable Outcome: Reaction and Learning	Long-Term Measurable Outcome: Transfer and Results
<b>Program Element II: Integrated High-Impact Learning Curricula</b>				
A. Undergraduate IB Curriculum	Add high-impact educational components to improve successful IB program	IB majors	Create programs	Whether and how much initiatives influence student success in obtaining jobs and building careers, as measured by annual survey of IB graduates and alumni
(i) Global Module First-Year Seminar			Participation	
(ii) Study/Internship Opportunities in Brazil and Jordan			Student evaluations and feedback	
(iii) Repository for IB Internships Abroad				
(iv) IB Capstone Case Competition				
(v) International Study/Internship Returnee Conference				
B. Growing IB Program	Increase the number of students with competency in language, international cultural content, and business	IB program and employers of IB students	Create programs	Increase number of students applying to and enrolled in IB program
(i) K-12 Outreach Initiative			Participation	
(ii) Community College Outreach Initiative				
(iii) IB Career Fair				
C. BS/BA Business Program				Whether and how much initiatives influence student success in obtaining jobs and building careers as measured by alumni survey of BS/BA students
(i) Global Module First-Year Seminar	Create and implement a 1-unit global module in a first-year seminar in order to increase high-impact learning opportunities for BS/BA students	BS/BA students	Introduction of program	
			Enrollment	
			Student evaluations and feedback	
(ii) Passport Portfolio	Develop and implement a portfolio of high impact learning activities	BS/BA students	Introduction of program	
a. IB Learning Community	Collaborate with SDSU housing services to create a dedicated section of a residence hall for students interested in international business in order to increase high-impact learning opportunities for IB students	Interested undergraduate students	Introduction of program	
			Enrollment	
			Activities	
			Student evaluations and feedback	

<b>Initiative</b>	<b>Objective/Overall Goal</b>	<b>Target Audience</b>	<b>Short-Term Measurable Outcome: Reaction and Learning</b>	<b>Long-Term Measurable Outcome: Transfer and Results</b>
b. Short-term Study Abroad	Create and increase participation in annual short-term study abroad programs focused on developing entrepreneurial partnerships in order to increase high-impact learning opportunities for BS/BA students	BS/BA students	Offer programs  Enrollment  Student evaluations and feedback	Impact of travel study on personal, professional and intellectual development as measured by GLOSSARI
1. China				
2. France				
3. Israel				
4. Spain				
D. Graduate Curriculum				
(i) Five-Year IB/MBA Program	Propose and receive approval for new IB/MBA program	Undergraduate IB majors seeking an MBA	Develop and propose new courses  Submit proposal for approval from college, university, and chancellor  Advertise program to current IB undergraduates	First class of students to begin Fall 2018
(ii) Global Business Project	Support student participation in team-based, action-learning course	MBA students	Program participation  Enrollment  Student evaluations and feedback	Whether and how much this program enhances career mobility as measured by alumni survey of MBA students
(iii) International Financial Reporting Standards (IFRS) Course International Experience Component	Embed short-term study-abroad in IFRS course in order to increase high-impact learning opportunities for MBA students	MBA students	Continue to offer program  Enrollment  Student evaluations and feedback	Whether and how much this class enhances career mobility as measured by alumni survey of MBA students
(iv) Pre-departure Education Module	Collaborate with Sports Management MBA and Executive MBA programs to create pre-departure modules for mandatory study abroad courses		Introduction of program	Whether and how much this program enhances career mobility as measured by alumni surveys
a. Sports Management MBA		SMBA students	Enrollment	
b. Executive MBA		EMBA students	Student evaluations and feedback	



<b>Initiative</b>	<b>Objective/Overall Goal</b>	<b>Target Audience</b>	<b>Short-Term Measurable Outcome: Reaction and Learning</b>	<b>Long-Term Measurable Outcome: Transfer and Results</b>
E. Building the Nexus Between Education and Entrepreneurship				
(i) International Social Entrepreneurship with Zahn Innovation Center: Africa, South Asia and Southeast Asia focus	Collaborate with Zahn Innovation Center to develop and implement a sub-category of international social entrepreneurship in order to increase high-impact learning opportunities	All SDSU students involved with Zahn Center	Introduction of program  Enrollment  Activities  Student evaluations and feedback	Number of social ventures launched  Whether and how much this program enhances career mobility
(ii) Small Business Consulting to Develop Export Capabilities	Collaborate with San Diego Export Plan Initiative and SDSU Small Business Consulting Center to support small businesses in developing international trade	Local small businesses	Introduction of program  Participation  Participant evaluation	Whether and how much it increases international trade activities of local businesses
(iii) International Business Opportunity Development (IBOD) Consulting Projects	Make permanent an experimental program where MBA students develop projects to assist companies interested in developing international business	Local small businesses; MBA students	Introduction of program  Participation  Participant evaluation	Increase international trade activities of local businesses
F. Global Internship Conference	Participate in annual conference	Professionals and researchers interested in internships	Participation  Gains in knowledge, skills, networks	Increase in number of geographic location of internship opportunities

Initiative	Objective/Overall Goal	Target Audience	Short-Term Measurable Outcome: Reaction and Learning	Long-Term Measurable Outcome: Transfer and Results
<b>Program Element III: Scholarly IB Research Cluster</b>				
A. Faculty IB Research Grant Program (open-call)	Increase faculty research with a focus on international business	Faculty throughout SDSU and region	Number of applicants; number of departments and universities submitting applications	Dissemination of information through: Books Presentations Publications Workshops Teaching cases  Become a recognized area of excellence in SDSU strategic plan  Strengthen dynamism of IB research community at SDSU and nationally
B. Faculty IB Research Grant Program (detailed)				
(i) International Entrepreneurship				
(ii) International Social Entrepreneurship				
(iii) Corporate Social Responsibility				
a. International Commercialization of Green Technology				
b. Ecotourism				
c. Reduction of Global Poverty				
(iv) Software Piracy in Developing Economies				
(v) Globally Distributed Workforce				
C. Student Research Symposium IB Research Track	Increase student participation in international business research by creating an IB concentration in the successful SDSU Student Research symposium	All SDSU students interested in international business	Creation of program  Participation  Student evaluations and feedback	Increase student learning, engagement and professional development, as measured by annual survey of IB graduates and alumni  Dissemination of student research
D. Faculty-Student IB Mentorship Program (F-SIBMP)	Develop university-wide Faculty-Student International Business Mentorship Program in order to Increase student participation in international business research	Faculty and students interested in international business	Creation of program  Participation  Student and faculty evaluations and feedback  Assess according to the guidelines established by SDSU FSMP	Increase student learning, engagement and professional development, as measured by annual survey of graduates and alumni

<b>Initiative</b>	<b>Objective/Overall Goal</b>	<b>Target Audience</b>	<b>Short-Term Measurable Outcome: Reaction and Learning</b>	<b>Long-Term Measurable Outcome: Transfer and Results</b>
E. Industry Clusters Study	Collaborate with SANDAG to understand the integration of the San Diego economy with the international economy	Regional planners, academic researchers, business community	Complete and disseminate study	Increase international trade activities
F. IB Index	Collaborate with multiple partners to create an index that combines various measures of international business into a single score	Regional planners, academic researchers, business community	Create and disseminate index	Increase international trade activities
G. Dissemination				Strengthen dynamism of IB research community at SDSU and nationally, as measured by number of scholarly products (articles, books, presentations, etc.)  Disseminate scholarship of SDSU and other CIBER affiliated scholars
(i) IB Faculty Research Directory	Compile and maintain up-to-date directory of international business publications of CIBER-affiliated scholars	Faculty throughout the university and region	Number of abstracts posted	
(ii) IB Study Group	Create and support an international business research community at SDSU	Faculty who receive a grant	Number of meetings and number of faculty who participate	
(iii) Journal of International Business Studies (JIBS)	Participate in the Journal of International Business Studies paper development workshop	International business scholars	Attendance Participant feedback	
(iv) Academy of International Business (AIB)	Participate in the Academy of International Business annual conference	International business scholars	Attendance Participant feedback	
(v) Pacific Asian Consortium for International Business Education and Research (PACIBER)	Participate in PACIBER to promote teaching, research and outreach in the region	Leading universities on the Pacific Rim	Number of activities Enrollment Participant evaluation and feedback	

Initiative	Objective/Overall Goal	Target Audience	Short-Term Measurable Outcome: Reaction and Learning	Long-Term Measurable Outcome: Transfer and Results
<b>Program Element IV: Outreach to the Community</b>				
A. Academic Outreach				
(i) CIBER Community College (CC) Network	Jointly plan, conduct and implement activities for international programming, student instruction, career advising, and faculty development with California community colleges; improve access of underrepresented populations of CC students to SDSU IB program	Community college faculty, staff, and students  Students from historically underserved populations	Creation of Network  Number of activities <ul style="list-style-type: none"> <li>- international programming</li> <li>- student instruction</li> <li>- career advising</li> <li>- faculty development</li> </ul>	Increase number of students from historically underserved populations transferring to the SDSU IB program  Articulate courses between SDSU and all area community colleges to facilitate student transfers  Improvement of statewide international business education as measured by annual surveys of CC business programs  Significant and sustained collaboration with community colleges as measured by annual surveys of CC business programs

<b>Initiative</b>	<b>Objective/Overall Goal</b>	<b>Target Audience</b>	<b>Short-Term Measurable Outcome: Reaction and Learning</b>	<b>Long-Term Measurable Outcome: Transfer and Results</b>
(ii) CSU Consortium	<p>Jointly plan, conduct, and implement activities for international programming, student instruction, career advising, and faculty development with 23 CSU campuses (78% are MSIs)</p> <p>Host quarterly meetings for IB-related faculty and staff from all 23 CSU campuses.</p> <p>Establish and coordinate IB resource for CSU faculty</p>	<p>California State University faculty, staff, and students</p> <p>Students from historically underserved populations</p>	<p>Creation of Consortium</p> <p>Number of activities</p> <ul style="list-style-type: none"> <li>- international programming</li> <li>- student instruction</li> <li>- career advising</li> <li>- faculty development</li> </ul> <p>Participant feedback</p>	<p>Increase number of students from historically underserved populations with access to high quality International Business education</p> <p>Improvement of statewide international business education as measured by annual surveys of CSU business programs</p> <p>Institutionalize sustained collaboration with MSIs as measured by annual surveys of CSU business programs</p>
(iii) Western Regional CIBER Consortium	Promote international business curriculum development in non-CIBER universities and colleges in the Western region	Faculty, staff, and students at other colleges and universities, including MSIs and community colleges	<p>Number of activities</p> <ul style="list-style-type: none"> <li>- international programming</li> <li>- student instruction</li> <li>- career advising</li> <li>- faculty development</li> </ul>	<p>Increase number of students from historically underserved populations with access to high quality International Business education</p> <p>Improvement of international business education in region</p> <p>Institutionalize sustained collaboration with MSIs</p>

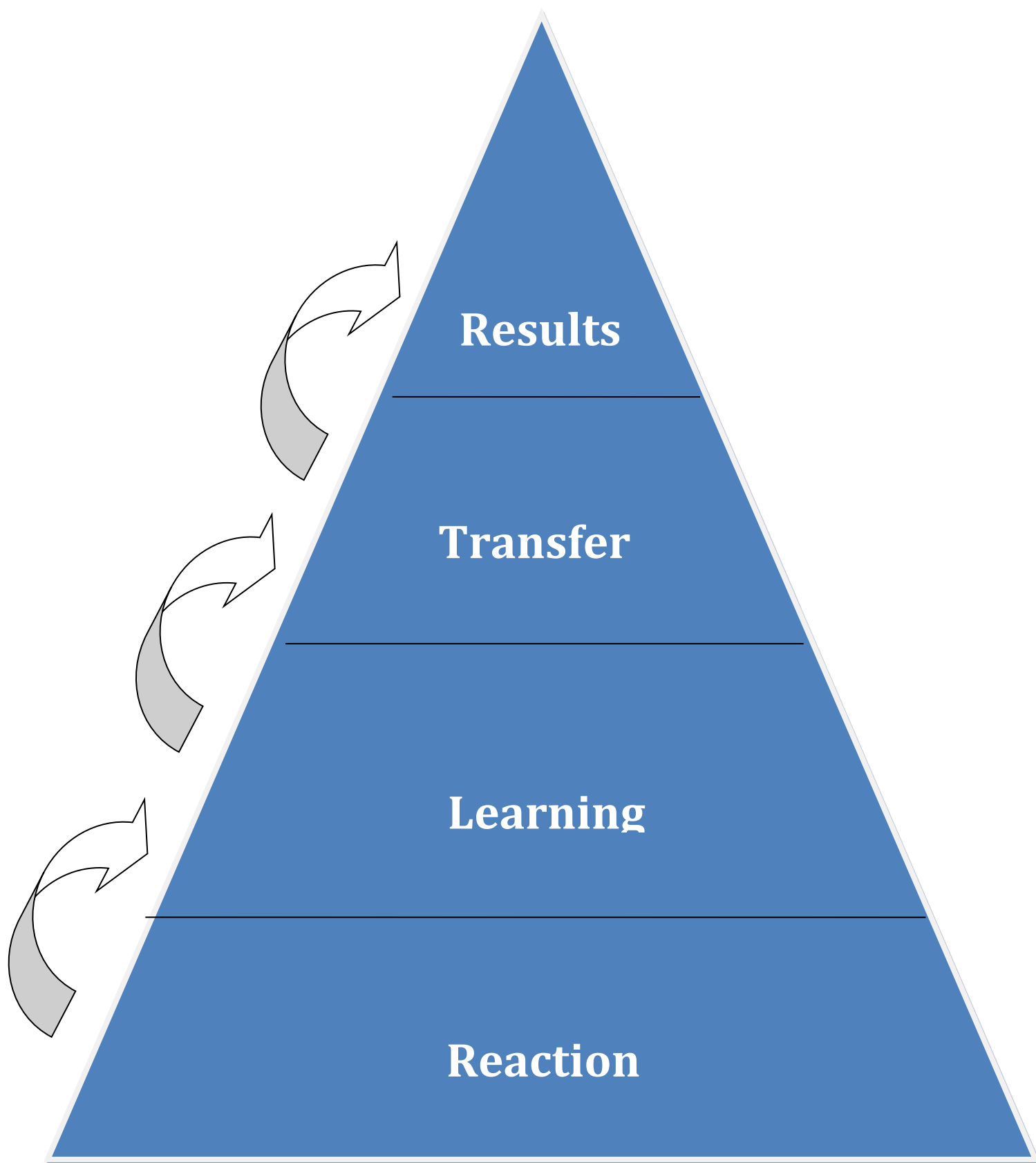
<b>Initiative</b>	<b>Objective/Overall Goal</b>	<b>Target Audience</b>	<b>Short-Term Measurable Outcome: Reaction and Learning</b>	<b>Long-Term Measurable Outcome: Transfer and Results</b>
(iv) Faculty Development in International Business (FDIB)				
a. Training Faculty to Lead Short-Term Study Abroad	Improve faculty ability to offer quality short-term study abroad study by offering trainings for faculty and staff	Faculty and staff at all universities and colleges who wish to be involved in planning, designing, or conducting a faculty-led study abroad program	FDIB enrollment  Participant evaluations and feedback	Increase in short-term study abroad programs led by FDIB participants
b. Green Business to Australia	Develop and lead FDIP focusing on climate change and sustainability studies	Faculty and students from all colleges and universities	Creation of program  FDIB enrollment	Improving IB curriculum through internationalization of faculty knowledge
c. Japan	Collaborate with the SDSU Japan Studies Institute to SDSU for FDP about Japan		Participant evaluations and feedback	Number of courses proposed or modified because of FDIB participation
d. China	Collaborate with multiple universities to create offer FDP to China			
e. PACIBER FDIB Minority Serving Institutions (MSI) and Community Colleges	Collaborate with other PACIBER universities to support FDIB focused on the development of faculty-led study abroad experiences	Faculty and students from community colleges, MSIs and PACIBER member universities	Creation of program  FDIB enrollment  Participant evaluations and feedback	Increase number of students from historically underserved populations with access to high quality International Business education  Improvement of international business education in region  Institutionalize sustained collaboration with HSIs, tribal colleges, and other MSIs

<b>Initiative</b>	<b>Objective/Overall Goal</b>	<b>Target Audience</b>	<b>Short-Term Measurable Outcome: Reaction and Learning</b>	<b>Long-Term Measurable Outcome: Transfer and Results</b>
(v) Consortium of Undergraduate IB Education (CUIBE)	Support benchmarking and curriculum improvement	University and college faculty nationwide	Activities  Participation in case competition	Improvement of international business education
(vi) CIBER Undergraduate IB Case Competition	Send student team to compete in national competition in order to increase high-impact learning opportunities for IB students	Business and IB students	Enrollment  Participant evaluations and feedback	Impact of travel study on personal, professional and intellectual development of students as measured by alumni surveys
<b>B. Business Outreach</b>				
(i) National District Export Council (NDEC) Annual Conference	Spearhead a partnership between all CIBERs and NDEC at the Annual District Export Council's Leadership Conference	CIBER faculty and administrators and DEC member companies	Create partnership  Activities	Expand employment opportunities for IB students  Increase international trade activities
(ii) San Diego Export Initiative	Participate in collaboration to support and implement the San Diego Export Plan	Regional businesses		Expand employment opportunities for IB students  Increase international trade activities
(iii) Collaboration with the World Trade Center San Diego (WTCSD)				
a. Internship Program	Create a large, comprehensive and meaningful internship program	SDSU students  WTCSD member organizations	Create program  Number of interns  Student evaluations and feedback	Expand employment opportunities for IB students
b. Cross Cultural Business Communication Seminars	Create programs to serve the San Diego business community	Regional businesses	Offer programs	Increase international trade activities
c. Global Logistics Symposium			Participation	
d. Peace and Prosperity through Trade and Commerce Conference			Participant evaluations and feedback	

<b>Initiative</b>	<b>Objective/Overall Goal</b>	<b>Target Audience</b>	<b>Short-Term Measurable Outcome: Reaction and Learning</b>	<b>Long-Term Measurable Outcome: Transfer and Results</b>
e. Overseas Trade Missions	Develop and enhance the trade missions to include faculty from SDSU and other community colleges and MSIs	Faculty and students at participating organizations	Create program	Expand employment opportunities for IB students
1. Australia			Number of participants	
2. China			Participant evaluations and feedback	Increase international trade activities
3. Germany				Improving IB curriculum and research through internationalization of faculty knowledge
4. Mexico				
e. Working Waterfront and Port Tour	Offer annual tour of waterfront activities that will enhance understanding of the importance of the port to the economic prosperity of the region	Policy makers, business executives, non-governmental organization executives, faculty and students	Create program  Number of participants  Participant evaluation and feedback	Increase international trade activities
(iv) Collaboration with U.S. Commercial Service				
a. Export Sales Seminar for Small Businesses	Help small businesses find new markets to export goods and services	Regional businesses	Create programs	Increase international trade activities
b. U.S. Export Controls Seminar (2/year)	Provide critical information to small businesses engaged in exporting		Number of participants	Expand employment opportunities for IB students
c. Discover Global Markets Business Forum Series	Support competitiveness of U.S. businesses internationally by coordinating conference series that features U.S. Commercial Service diplomats		Participant evaluations and feedback	
(v) San Diego Regional Chamber of Commerce International Committee	Participate in regional networks to support regional economy and enhance ability of SDSU curriculum to meet the needs of local employers	Policy makers, business leaders, faculty, and students	Activities	Increase international trade activities
(vi) Cali-Baja Bi-National Mega Region Initiative				Expand employment opportunities for IB students



<b>Initiative</b>	<b>Objective/Overall Goal</b>	<b>Target Audience</b>	<b>Short-Term Measurable Outcome: Reaction and Learning</b>	<b>Long-Term Measurable Outcome: Transfer and Results</b>
(vii) Cross Border Climate and Renewable Energy Summit: Opportunities for Trade and Investment	Create an venue to understand opportunities and challenges for businesses in responding to the need for energy sustainability	Policy makers, business leaders, faculty, and students	Support, promote and attend annual conference  Number of participants  Participant evaluations and feedback	Number of participants  Participant evaluations and feedback



## Supplemental Materials 8F: Student Survey, IFSR International Experience Component

### Participant Survey – SDSU *Transatlantic Business Project Seminar*

You have just completed a pilot program and your feedback is crucial. We will use your input to decide whether and how to replicate this program.

Please rate the following aspects of the program	poor	fair	average	good	excellent
Pre-trip information					
International travel arrangements					
Academic preparation for trip					
Accommodations in Berlin					

	Not at all	Slightly	Somewhat	Very	Extremely
How influential was <b>visiting Berlin</b> on the amount you learned in the class?					

Please explain how visiting Berlin influenced your learning (or why it didn't)

	Not at all	Slightly	Somewhat	Very	Extremely
How influential was <b>collaborating with German MBA students</b> on the amount you learned in the class?					

Please explain how collaborating with German students influenced your learning (or why it didn't)

Tell us any other **positive aspects** of the international collaboration and travel for you

Please tell us any other **negative aspects** of the international collaboration and travel for you

## Supplemental Materials 8F: Student Survey, IFSR International Experience Component

How can the class and collaboration be improved?

Would you recommend this class to someone else? Why or why not?

Do you think we should replicate the format of this class for other Business departments? Why or why not?

Finally, we need a little information about you:

Are you a

☐ graduate student

☐ undergraduate student

Gender

☐ Female

☐ Male

Which statement best describes your previous international experiences:

☐ This was my first trip outside of North America

☐ I have previously travelled with my parents outside of North America

☐ I have previously travelled alone, with friends, or in a group outside of North America

☐ I have lived abroad

What is the level of your German language skills?

☐ None except what I picked up on this trip

☐ Previously studied at the **beginning** level

☐ Intermediate

☐ Advanced/fluent

## Supplemental Materials 8G: Mission Evaluation Rubric

Program Element/Year	2015	2016	2017	2018	Overall
PE 1: Language					
PE 2: Curriculum					
PE 3: Research					
PE 4: Outreach					
PE 5: Synergy					
Overall					



## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other			Year 1		Year 2		Year 3		Year 4	
										Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal
									<b>Administrative/Programmatic Budget Allocations</b>								
								<b>I. Program Element I: Foreign Language Assessment and</b>									
								A. Computer Assisted Screening Tool (CAST)									
							x	(i) Add Levantine Dialect		\$1,500	\$1,500	\$500	\$500				
							x	(ii) Enhancement for Pedagogical Proficiency		\$1,500	\$1,500	\$500	\$500				
							x	(iii) Pre-Internship Assessment for IB Students		\$500	\$500	\$500	\$500	\$1,000	\$250	\$1,000	\$250
							x	(iv) Create Self-Support Model		\$3,500	\$1,000						
							x	(v) Incubate Social Venture				\$4,000					
							x	B. IB Student Portfolio (High-Impact Learning Activities)				\$500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
								C. Language Training Modules									
								(i) Pre-departure Language Training for Business Professionals									
							x	a. Chinese								\$500	\$1,250
							x	b. German						\$500	\$1,250		
							x	c. Japanese				\$500	\$1,250				
							x	d. Spanish		\$500	\$1,250						
							x	(ii) Business Language for Military Veterans				\$1,000		\$1,000			
								Faculty Development Programs (FDP)									
							x	(iii) Community Colleges		\$1,500		\$2,500		\$3,000		\$3,000	
							x	(iv) California State Universities		\$1,750		\$2,500		\$3,000		\$3,000	
							x	D. CIBER Business Language Conference		\$3,000	\$2,000	\$3,000	\$2,000	\$3,000	\$2,000	\$3,000	\$2,000
								<b>II. Program Element II: Integrated High-Impact Learning</b>									
								A. Undergraduate IB Curriculum									
							x	(i) First-Year Seminar		\$1,200	\$1,200	\$750	\$1,200				
							x	(ii) Study/Internship Opportunities in Brazil and Jordan		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
							x	(iii) Repository for IB Internships Abroad		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
							x	(iv) IB Capstone Case Competition			\$1,000	\$2,500	\$1,500	\$2,500	\$1,500	\$2,500	\$1,500
							x	(v) International Study/Internship Returnee Conference		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
								B. Growing IB Program									
							x	(i) K-12 Outreach Initiative		\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300
							x	(ii) Community College Outreach Initiative		\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300
								(iii) IB Career Fair		\$800	\$300	\$800	\$300	\$800	\$300	\$800	\$300
								C. BS/BA Business Program									
							x	(i) Global Module First-Year Seminar						\$1,200	\$1,200	\$750	\$1,200
								(ii) Passport Portfolio									
							x	a. IB Learning Community		\$100	\$100	\$200	\$200	\$200	\$200	\$200	\$200
								b. Short-term Study Abroad									
							x	1. China						\$7,000	\$2,000	\$5,000	\$1,000
							x	2. France		\$6,000	\$2,000	\$4,500	\$1,000				
							x	3. Israel		\$6,000	\$2,000	\$4,500	\$1,000				
							x	4. Spain						\$7,000	\$2,000	\$5,000	\$1,000
								D. Graduate Curriculum									
							x	(i) Five-Year IB/MBA Program		\$500	\$500	\$500	\$500	\$1,000	\$250	\$1,000	\$250
							x	(ii) Global Business Project		\$3,500	\$1,500	\$3,500	\$1,500	\$3,500	\$1,500	\$3,500	\$1,500
								(iii) International Financial Reporting Standards (IFRS) Course									
							x	International Experience Component		\$4,500	\$1,000	\$4,500	\$1,000	\$2,500	\$1,000	\$2,500	\$1,000
								(iv) Pre-departure Education Module									
							x	a. Sports Management MBA		\$1,500	\$875	\$1,500	\$875	\$1,500	\$875	\$1,000	\$875
							x	b. Executive MBA		\$1,500	\$875	\$1,500	\$875	\$1,500	\$875	\$1,000	\$875
								E. Building the Nexus Between Education and Entrepreneurship									
							x	(i) International Social Entrepreneurship with Zahn Innovation Center:									
								Africa, South Asia and Southeast Asia focus				\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
							x	(ii) Small Business Consulting to Develop Export Capabilities		\$2,700	\$2,000	\$2,700	\$2,000	\$2,700	\$2,000	\$2,700	\$2,000
								(iii) International Business Opportunity Development (IBOD)									
							x	Consulting Projects				\$2,500	\$1,000	\$1,500	\$1,000	\$1,000	\$1,000



Budget Narrative





Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other		Year 1	Year 2	Year 3	Year 4				
									Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal	Federal	Non-Federal
								Administrative/Programmatic Budget Allocations								
			x					e. Working Waterfront and Port Tour	\$1,000		\$1,000		\$1,500		\$1,500	
								(iv) Collaboration with U.S. Commercial Service								
			x					a. Export Sales Seminar for Small Businesses	\$500		\$500		\$500		\$500	
								b. U.S. Export Controls Seminar (2/year)	\$1,000		\$1,000		\$1,000		\$1,000	
								c. Discover Global Markets Business Forum Series			\$7,500		\$2,000		\$2,000	
							x	(v) San Diego Regional Chamber of Commerce International	\$200		\$200		\$200		\$200	
							x	(vi) Cali-Baja Bi-National Mega Region Initiative	\$500		\$500		\$500		\$500	
							x	(vii) Cross Border Climate and Renewable Energy Summit: Opportunities for Trade and Investment	\$500		\$500		\$500		\$500	
								V. Program Element V: Synergy and Program Priorities								
								(No Additional Budget Allocation Required)								
								Administration								
	x							Director, Gangaram Singh (20%)	\$32,431	\$32,431	\$33,404	\$33,404	\$34,406	\$34,406	\$35,438	\$35,438
								Managing Director, Mark Ballam (80%)	\$22,596	\$72,307	\$23,274	\$74,476	\$23,971	\$76,710	\$24,691	\$79,431
	x							Program Coordinator, Siv Della Maestra (100%)	\$47,478		\$48,902		\$50,369		\$51,880	
	x							Faculty Research Director, Martina Musteen (10%)	\$10,285	\$10,285	\$10,594	\$10,594	\$10,912	\$10,912	\$11,239	\$11,239
	x							Office Assistant (100%)	\$5,000	\$5,000	\$5,150	\$5,150	\$5,304	\$5,305	\$5,464	\$5,465
	x							Faculty Support-Curriculum and Research (tbn)		\$29,479		\$36,245		\$31,024		\$30,912
	x							Undergraduate IB Program Cost Share (R. Perez 10%, M. Franco		\$16,954		\$17,463		\$17,987		\$18,500
	x							CIBER Business Language Faculty (Osman)		\$5,250		\$5,408		\$5,570		\$5,728
								CIBER Education Outreach (Training Modules and CC Outreach) (J. Wood 10% and C. Aquino-Sterling 10%)		\$6,476		\$6,670		\$6,871		\$7,072
	x							Student Staffing	\$4,000	\$5,262	\$4,000	\$5,262	\$4,000	\$5,262	\$4,000	\$5,262
		x						Fringe (Rate: 45.1%) Federal column = Della Maestra	\$21,413	\$89,034	\$22,055	\$94,350	\$22,716	\$94,227	\$23,399	\$96,300
		x						Fringe (Rate: 25%) Singh, Ballam, Musteen	\$17,703		\$18,193		\$18,697		\$19,217	
					x			External Evaluator: Stephen Tallman (Years 2/4)			\$5,000				\$5,000	
	x							Internal Evaluator: Doreen Mattingly	\$5,500		\$5,500		\$5,500		\$5,500	
				x				Administrative Travel (Directors' Meeting)	\$5,000		\$5,000		\$5,000		\$5,000	
								Total Direct	\$321,656	\$321,656	\$328,222	\$328,222	\$329,474	\$329,474	\$331,478	\$331,478
								Total Indirect (8%)	\$25,732	\$25,732	\$26,258	\$26,258	\$26,358	\$26,358	\$26,518	\$26,518
								Total Costs	\$347,388	\$347,388	\$354,480	\$354,480	\$355,832	\$355,832	\$357,996	\$357,996
x								Equipment								
	x							Personnel	\$127,290	\$183,444	\$130,824	\$194,672	\$134,461	\$194,047	\$138,212	\$198,360
		x						Fringe	\$39,116	\$89,034	\$40,248	\$94,350	\$41,413	\$94,227	\$42,616	\$96,300
			x					Supplies	\$2,800	\$800	\$2,800	\$800	\$3,300	\$800	\$3,300	\$800
				x				Travel	\$47,650	\$16,400	\$53,400	\$12,900	\$55,400	\$15,900	\$54,400	\$12,900
					x			Contractual	\$4,700	\$4,700	\$7,750	\$3,700	\$2,000	\$1,250	\$7,000	\$1,250
						x		Construction								
							x	Other	\$100,100	\$27,278	\$93,200	\$21,800	\$92,900	\$23,250	\$85,950	\$21,800
								Total Direct	\$321,656	\$321,656	\$328,222	\$328,222	\$329,474	\$329,474	\$331,478	\$331,478
								Total Indirect (8%)	\$25,732	\$25,732	\$26,258	\$26,258	\$26,358	\$26,358	\$26,518	\$26,518
								Total Costs	\$347,388	\$347,388	\$354,480	\$354,480	\$355,832	\$355,832	\$357,996	\$357,996

Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other			Year 1		Notes
										Federal	Non-Federal	
									<b>Administrative/Programmatic Budget Allocations</b>			
								<b>I. Program Element I: Foreign Language Assessment and Education</b>				
								A. Computer Assisted Screening Tool (CAST)				
					x			(i) Add Levantine Dialect	\$1,500	\$1,500		Contractual support for language subject expert to implement and evaluate profes
					x			(ii) Enhancement for Pedagogical Proficiency	\$1,500	\$1,500		Contractual support for language subject expert to implement and evaluate profes
					x			(iii) Pre-Internship Assessment for IB Students	\$500	\$500		Contractual support for test evaluator at \$20/evaluation * 50 students.
						x		(iv) Create Self-Support Model	\$3,500	\$1,000		MBA Consulting Project fee is \$4500.
						x		(v) Incubate Social Venture				
							x	B. IB Student Portfolio (High-Impact Learning Activities)				
								C. Language Training Modules				
								(i) Pre-departure Language Training for Business Professionals				
							x	a. Chinese				
							x	b. German				
							x	c. Japanese				
							x	d. Spanish	\$500	\$1,250		Meeting costs (facility and AV costs). Non-federal funds will cover language exp
							x	(ii) Business Language for Military Veterans				
								Faculty Development Programs (FDP)				
			x					(iii) Community Colleges	\$1,500			Cost associated with establishing the network, i.e. expenses related to meeting wit
			x					(iv) California State Universities	\$1,750			Cost associated with establishing the network, i.e. expenses related to meeting wit
					x			D. CIBER Business Language Conference	\$3,000	\$2,000		Partnership with CIBERs to offer conference.
								<b>II. Program Element II: Integrated High-Impact Learning Curriculum</b>				
								A. Undergraduate IB Curriculum				
					x			(i) First-Year Seminar	\$1,200	\$1,200		Contractual support to develop program.
					x			(ii) Study/Internship Opportunities in Brazil and Jordan	\$3,000	\$3,000		Travel support for internship coordinator to travel to Brazil. Travel costs include: incidentals.
						x		(iii) Repository for IB Internships Abroad	\$500	\$500		Support for data collection and website development.
						x		(iv) IB Capstone Case Competition		\$1,000		Faculty time used to develop competition.
						x		(v) International Study/Internship Returnee Conference	\$500	\$500		Meeting costs (facility and AV costs).
								B. Growing IB Program				
						x		(i) K-12 Outreach Initiative	\$300	\$300		Cost for marketing materials.
						x		(ii) Community College Outreach Initiative	\$300	\$300		Cost for marketing materials.
			x					(iii) IB Career Fair	\$800	\$300		Costs for promotional materials.
								C. BS/BA Business Program				
						x		(i) Global Module First-Year Seminar				
								(ii) Passport Portfolio				







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Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other		Year 1		Notes
									Federal	Non-Federal	
								<b>Administrative/Programmatic Budget Allocations</b>			
							x	4. Mexico			
			x					e. Working Waterfront and Port Tour	\$1,000		Costs for promotional materials.
								(iv) Collaboration with U.S. Commercial Service			
			x					a. Export Sales Seminar for Small Businesses	\$500		Costs for promotional materials
						x		b. U.S. Export Controls Seminar (2/year)	\$1,000		Communications, reproductions and marketing costs.
						x		c. Discover Global Markets Business Forum Series			
						x		(v) San Diego Regional Chamber of Commerce International Committee	\$200		Communications, reproductions and marketing costs.
						x		(vi) Cali-Baja Bi-National Mega Region Initiative	\$500		Communications, reproductions and marketing costs.
						x		(vii) Cross Border Climate and Renewable Energy Summit: Opportunities for Trade and Investment	\$500		Communications, reproductions and marketing costs.
								<b>V. Program Element V: Synergy and Program Priorities</b>			
								(No Additional Budget Allocation Required)			
								<b>Administration</b>			
	x							Director, Gangaram Singh (20%)	\$32,431	\$32,431	Institution covers 20% of PI salary. Additional effort is covered by federal funds.
	x							Managing Director, Mark Ballam (80%)	\$22,596	\$72,307	Institution covers 80% of MD salary. Additional effort is covered by federal funds.
	x							Program Coordinator, Siv Della Maestra (100%)	\$47,478		Funds cover 100% of PC salary.
	x							Faculty Research Director, Martina Musteen (10%)	\$10,285	\$10,285	Institution covers 10% of FRD salary. Additional effort is covered by federal funds.
	x							Office Assistant (100%)	\$5,000	\$5,000	Institution covers 50% of OA salary. Additional effort is covered by federal funds.
	x							Faculty Support-Curriculum and Research (1bn)		\$29,479	Portion of faculty support for the project covered by the institution at 10-15% estimated.
	x							Undergraduate IB Program Cost Share (R. Perez 10%, M. Franco 10%, M. LaPlante 10%, M. Williamson 10%)		\$16,954	Institution covers 10% of IB Personnel salary
	x							CIBER Business Language Faculty (Osman)		\$5,250	Institution covers 10% of CEO personnel salary
	x							CIBER Education Outreach (Training Modules and CC Outreach) (J. Wood 10% and C. Aquino-Sterling 10%)		\$6,476	Institution covers 10% of CBLF personnel salary
	x							Student Staffing	\$4,000	\$5,262	Institution covers 50% of S salary. Additional effort is covered by federal funds.
		x						Fringe (Rate: 45.1%) Federal column = Della Maestra	\$21,413	\$89,034	Fringe benefits per CSU guidelines for FICA, SUI, Workers, Workers' Compensation, Vacation Leave, Voluntary Retirement, Dental Insurance, Health Insurance, Life Insurance.
		x						Fringe (Rate: 25%) Singh, Ballam, Musteen	\$17,703		Fringe benefits per CSU guidelines for FICA, SUI, Workers, Workers' Compensation, Vacation Leave, Voluntary Retirement, Dental Insurance, Health Insurance, Life Insurance.
					x			External Evaluator: Stephen Tallman (Years 2/4)			
	x							Internal Evaluator: Doreen Mattingly	\$5,500		Funds to cover negotiated salary for evaluator.
			x					Administrative Travel (Directors' Meeting)	\$5,000		Travel support to attend annual conference for two administrators at \$2500/person (incidentals).
								Total Direct	\$321,656	\$321,656	
								Total Indirect (8%)	\$25,732	\$25,732	Indirect costs are limited to 8% of a modified total direct cost base both for the federal and non-federal.
								Total Costs	\$347,388	\$347,388	



Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other			Year 2		Notes
										Federal	Non-Federal	
									<b>Administrative/Programmatic Budget Allocations</b>			
									<b>I. Program Element I: Foreign Language Assessment and Education</b>			
									A. Computer Assisted Screening Tool (CAST)			
					x				(i) Add Levantine Dialect	\$500	\$500	Contractual support for language subject expert to implement and
					x				(ii) Enhancement for Pedagogical Proficiency	\$500	\$500	Contractual support for language subject expert to implement and
					x				(iii) Pre-Internship Assessment for IB Students	\$500	\$500	Contractual support for test evaluator at \$20/evaluation * 50 stud
						x			(iv) Create Self-Support Model			
						x			(v) Incubate Social Venture	\$4,000		Zahn Center Consulting Project fee.
					x				B. IB Student Portfolio (High-Impact Learning Activities)	\$500	\$1,000	Contractual support for student portfolio evaluator at \$20/evalu
									C. Language Training Modules			
									(i) Pre-departure Language Training for Business Professionals			
						x			a. Chinese			
						x			b. German			
						x			c. Japanese	\$500	\$1,250	Meeting costs (facility and AV costs). Non-federal funds will cov
						x			d. Spanish			
						x			(ii) Business Language for Military Veterans	\$1,000		Meeting costs (materials, facility and AV costs).
									Faculty Development Programs (FDP)			
					x				(iii) Community Colleges	\$2,500		Expenses related to meeting with institutions in the region (transp
					x				(iv) California State Universities	\$2,500		Expenses related to meeting with institutions in the region (transp
						x			D. CIBER Business Language Conference	\$3,000	\$2,000	Partnership with CIBERs to offer conference.
									<b>II. Program Element II: Integrated High-Impact Learning Curriculum</b>			
									A. Undergraduate IB Curriculum			
					x				(i) First-Year Seminar	\$750	\$1,200	Contractual support to assess and implement program.
					x				(ii) Study/Internship Opportunities in Brazil and Jordan	\$3,000	\$3,000	Travel support for internship coordinator to travel to Jordan. Tra
						x			(iii) Repository for IB Internships Abroad	\$500	\$500	Support for data collection and website management.
						x			(iv) IB Capstone Case Competition	\$2,500	\$1,500	Awards for top two teams. Non-federal funds for faculty time all
						x			(v) International Study/Internship Returnee Conference	\$500	\$500	Meeting costs (facility and AV costs).
									B. Growing IB Program			
						x			(i) K-12 Outreach Initiative	\$300	\$300	Cost for marketing materials.
						x			(ii) Community College Outreach Initiative	\$300	\$300	Cost for marketing materials.
									(iii) IB Career Fair	\$800	\$300	Costs for promotional materials.





## Optional Budget Narrative Attachment

Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other			Year 2		Notes
										Federal	Non-Federal	
									Administrative/Programmatic Budget Allocations			
							x		(iv) Software Piracy in Developing Economies	\$2,500	\$1,000	Faculty IB research awards. Funds can be used towards data collection and graduate assistant. Awards are based on a three stage production cycle.
							x		(v) Globally Distributed Workforce	\$2,500	\$1,000	Faculty IB research awards. Funds can be used towards data collection and graduate assistant. Awards are based on a three stage production cycle.
							x	C.	Student Research Symposium IB Research Track	\$500		Meeting costs (facility and AV costs).
							x	D.	Faculty-Student IB Mentorship Program (F-SIBMP)		\$1,000	Faculty time allocated to this activity.
							x	E.	Industry Clusters Study			
							x	F.	IB Index			
								G.	Dissemination			
			x						(i) IB Faculty Research Directory		\$500	Marketing and printing costs.
							x		(ii) IB Study Group		\$500	Faculty time allocated to this activity.
			x						(iii) Journal of International Business Studies (JIBS)	\$2,000	\$1,500	Travel support to attend conference for two faculty members at \$1,500 (diems and incidentals).
			x						(iv) Academy of International Business (AIB)	\$2,000	\$1,500	Travel support to attend conference for two faculty members at \$1,500 (diems and incidentals).
							x		(v) Pacific Asian Consortium for International Business Education and Research (PACIBER)	\$1,500		Membership in Consortia.
									IV. Program Element IV: Outreach to the Community			
								A.	Academic Outreach			
							x		(i) CIBER Community College Network	\$2,000		Meeting costs (facility and AV costs).
									(ii) CSU Consortium			
							x		a. Research Fellow Program	\$1,000		Management of online database and marketing costs.
							x		b. IB Faculty and Administrators Quarterly Meetings	\$2,000		Meeting costs (facility and AV costs). Four meetings/year: 3 virtual, 1 conference.
							x		(iii) Western Regional CIBER Consortium			
									(iv) Faculty Development in International Business (FDIB)			
			x						a. Training Faculty to Lead Short-Term Study Abroad	\$5,000		Travel support for 2 administrators to Mexico at \$2500/person (travel and incidentals).
			x						b. Green Business to Australia	\$7,500		Travel support for 2 administrators to Australia at \$3750/person (travel and incidentals).
			x						c. Japan	\$500	\$500	Meeting costs (facility and AV costs). Non-federal funds is for faculty travel expenses.
			x						d. China	\$5,000	\$2,500	Program fee for participation of one faculty member. Non-federal funds is for travel expenses.
			x						e. PACIBER FDIB Minority Serving Institutions (MSI) and Community Colleges	\$4,000		Meeting costs (facility and AV costs).
							x		(v) Consortium of Undergraduate IB Education (CUIBE)	\$2,000	\$1,000	Membership in Consortia, marketing materials and data management time on this activity.
							x		(vi) CIBER Undergraduate IB Case Competition	\$4,500		Program fee with CIBERs to offer competition.
								B.	Business Outreach			
							x		(i) National District Export Council (NDEC) Annual Conference	\$1,500		Partnerships with CIBERs to co-sponsor conference.
			x						(ii) San Diego Export Initiative	\$500		Marketing and printing costs.



Optional B



Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other			Year 2		Notes
										Federal	Non-Federal	
									<b>Administrative/Programmatic Budget Allocations</b>			
									(iii) Collaboration with the World Trade Center San Diego (WTCSD)			
							x		a. Internship Program	\$500		Communications, reproductions and marketing costs.
							x		b. Cross Cultural Business Communication Seminars	\$500		Communications, reproductions and marketing costs.
							x		c. Global Logistics Symposium	\$500		Communications, reproductions and marketing costs.
							x		d. Peace and Prosperity through Trade and Commerce Conference	\$500		Communications, reproductions and marketing costs.
									e. Overseas Trade Missions			
							x		1. Australia			
							x		2. China			
							x		3. Germany	\$4,000		Program fee for participation of one faculty member.
							x		4. Mexico	\$4,000		Program fee for participation of one faculty member.
			x						e. Working Waterfront and Port Tour	\$1,000		Costs for promotional materials.
									(iv) Collaboration with U.S. Commercial Service			
			x						a. Export Sales Seminar for Small Businesses	\$500		Costs for promotional materials
							x		b. U.S. Export Controls Seminar (2/year)	\$1,000		Communications, reproductions and marketing costs.
							x		c. Discover Global Markets Business Forum Series	\$7,500		Meeting costs (facility and AV costs).
							x		(v) San Diego Regional Chamber of Commerce International Committee	\$200		Communications, reproductions and marketing costs.
							x		(vi) Cali-Baja Bi-National Mega Region Initiative	\$500		Communications, reproductions and marketing costs.
							x		(vii) Cross Border Climate and Renewable Energy Summit: Opportunities for Trade and Investment	\$500		Communications, reproductions and marketing costs.
									<b>V. Program Element V: Synergy and Program Priorities</b>			
									(No Additional Budget Allocation Required)			
									<b>Administration</b>			
	x								Director, Gangaram Singh (20%)	\$33,404	\$33,404	Institution covers 20% of PI salary. Additional effort is covered b
	x								Managing Director, Mark Ballam (80%)	\$23,274	\$74,476	Institution covers 80% of MD salary. Additional effort is covered
	x								Program Coordinator, Siv Della Maestra (100%)	\$48,902		Funds cover 100% of PC salary.
	x								Faculty Research Director, Martina Musteen (10%)	\$10,594	\$10,594	Institution covers 10% of FRD salary. Additional effort is covered
	x								Office Assistant (100%)	\$5,150	\$5,150	Institution covers 50% of OA salary. Additional effort is covered
	x								Faculty Support-Curriculum and Research (tbn)		\$36,245	Portion of faculty support for the project covered by the institution
	x								Undergraduate IB Program Cost Share (R. Perez 10%, M. Franco 10%, M. LaPlante 10%, M. Williamson 10%)		\$17,463	Institution covers 10% of IB Personnel salary
	x								CIBER Business Language Faculty (Osman)		\$5,408	Institution covers 10% of CEO personnel salary



Optional Budget Narrative Attachment

Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other		Year 2		Notes
									Federal	Non-Federal	
								<b>Administrative/Programmatic Budget Allocations</b>			
	x							CIBER Education Outreach (Training Modules and CC Outreach) (J. Wood 10% and C. Aquino-Sterling 10%)		\$6,670	Institution covers 10% of CBLF personnel salary
	x							Student Staffing	\$4,000	\$5,262	Institution covers 50% of S salary. Additional effort is covered by
		x						Fringe (Rate: 45.1%) Federal column = Della Maestra	\$22,055	\$94,350	Fringe benefits per CSU guidelines for FICA, SUI, Workers, Wor
		x						Fringe (Rate: 25%) Singh, Ballam, Musteen	\$18,193		Disability, Sick Leave, Vacation Leave, Voluntary Retirement, De
					x			External Evaluator: Stephen Tallman (Years 2/4)	\$5,000		Fringe benefits per CSU guidelines for FICA, SUI, Workers, Wor
	x							Internal Evaluator: Doreen Mattingly	\$5,500		Disability, Sick Leave, Vacation Leave, Voluntary Retirement, De
				x				Administrative Travel (Directors' Meeting)	\$5,000		Funds to cover negotiated salary for evaluator.
											Funds to cover negotiated salary for evaluator.
											Travel support to attend annual conference for two administrators
											per diems and incidentals).
								Total Direct	\$328,222	\$328,222	
								Total Indirect (8%)	\$26,258	\$26,258	Indirect costs are limited to 8% of a modified total direct cost base
								Total Costs	\$354,480	\$354,480	costs.



Optional B

## Optional Budget Narrative Attachment

Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Other		Year 3		Notes
								Federal	Non-Federal	
							Administrative/Programmatic Budget Allocations			
							<b>I. Program Element I: Foreign Language Assessment and Education</b>			
							A. Computer Assisted Screening Tool (CAST)			
				x			(i) Add Levantine Dialect			
				x			(ii) Enhancement for Pedagogical Proficiency			
				x			(iii) Pre-Internship Assessment for IB Students	\$1,000	\$250	Contractual support for test evaluator at \$20/evaluation * 50 students. Non-federal funds w project.
					x		(iv) Create Self-Support Model			
					x		(v) Incubate Social Venture			
					x		B. IB Student Portfolio (High-Impact Learning Activities)	\$1,000	\$1,000	Contractual support for student portfolio evaluator at \$20/evaluation * 100 students.
							C. Language Training Modules			
							(i) Pre-departure Language Training for Business Professionals			
					x		a. Chinese			
					x		b. German	\$500	\$1,250	Meeting costs (facility and AV costs). Non-federal funds will cover language expert's time
					x		c. Japanese			
					x		d. Spanish			
					x		(ii) Business Language for Military Veterans	\$1,000		Meeting costs (materials, facility and AV costs).
							Faculty Development Programs (FDP)			
			x				(iii) Community Colleges	\$3,000		Expenses related to meeting with institutions in the region (transportation and lodging).
			x				(iv) California State Universities	\$3,000		Expenses related to meeting with institutions in the region (transportation and lodging).
				x			D. CIBER Business Language Conference	\$3,000	\$2,000	Partnership with CIBERs to offer conference.
							<b>II. Program Element II: Integrated High-Impact Learning Curriculum</b>			
							A. Undergraduate IB Curriculum			
				x			(i) First-Year Seminar			
				x			(ii) Study/Internship Opportunities in Brazil and Jordan	\$3,000	\$3,000	Travel support for internship coordinator to travel to Brazil. Travel costs include: airfare, l
					x		(iii) Repository for IB Internships Abroad	\$500	\$500	Support for website management and marketing materials.
					x		(iv) IB Capstone Case Competition	\$2,500	\$1,500	Awards for top two teams. Non-federal funds for faculty time allocated to this activity.
					x		(v) International Study/Internship Returnee Conference	\$500	\$500	Meeting costs (facility and AV costs).
							B. Growing IB Program			
					x		(i) K-12 Outreach Initiative	\$300	\$300	Cost for marketing materials.
					x		(ii) Community College Outreach Initiative	\$300	\$300	Cost for marketing materials.
			x				(iii) IB Career Fair	\$800	\$300	Costs for promotional materials.
							C. BS/BA Business Program			
					x		(i) Global Module First-Year Seminar	\$1,200	\$1,200	Marketing and printing materials.
							(ii) Passport Portfolio			
					x		a. IB Learning Community	\$200	\$200	Marketing materials and meeting room expenses.



## Optional Budget Narrative Attachment

Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other			Year 3		
										Federal	Non-Federal	
									Administrative/Programmatic Budget Allocations			Notes
									b. Short-term Study Abroad			
				x					1. China	\$7,000	\$2,000	Student mobility stipends at \$500/student * 14 students. Non-federal funds will be used for
				x					2. France			
				x					3. Israel			
				x					4. Spain	\$7,000	\$2,000	Student mobility stipends at \$500/student * 14 students. Non-federal funds will be used for
								D.	Graduate Curriculum			
							x	(i)	Five-Year IB/MBA Program	\$1,000	\$250	Funds to offset communications, reproductions and marketing costs.
							x	(ii)	Global Business Project	\$3,500	\$1,500	Membership in consortia. Non-federal funds for faculty time allocated to this activity.
					x			(iii)	International Financial Reporting Standards (IFRS) Course International Experience Component	\$2,500	\$1,000	Student mobility stipends at \$500/student * 5 students. Non-federal funds for faculty time
								(iv)	Pre-departure Education Module			
							x	a.	Sports Management MBA	\$1,500	\$875	Assessment and meeting costs (facility and AV costs). Non-federal funds will cover language
							x	b.	Executive MBA	\$1,500	\$875	Assessment and meeting costs (facility and AV costs). Non-federal funds will cover language
								E.	Building the Nexus Between Education and Entrepreneurship			
							x	(i)	International Social Entrepreneurship with Zahn Innovation Center: Africa, South Asia and Southeast Asia focus	\$1,000	\$1,000	Zahn Center Consulting Project fee.
							x	(ii)	Small Business Consulting to Develop Export Capabilities	\$2,700	\$2,000	Small Business Consulting Project fee.
							x	(iii)	International Business Opportunity Development (IBOD) Consulting Projects	\$1,500	\$1,000	Marketing and printing materials. Non-federal funds for faculty time allocated for this activity
				x				F.	Global Internship Conference	\$900	\$900	Travel support for internship coordinator to attend conference (travel, lodging, per diems and
								III.	Program Element III: Scholarly IB Research Cluster			
							x	A.	Faculty IB Research Grant Program (open-call)	\$25,000		Faculty IB research awards at \$5000/ proposal. 4 proposals to be awarded. Funds can be used for equipment, travel, or graduate assistant. Awards are based on a three stage production process.
								B.	Faculty IB Research Grant Program (detailed)			
							x	(i)	International Entrepreneurship	\$2,500	\$1,000	Faculty IB research awards. Funds can be used towards data collection, equipment, travel, based on a three stage production process.
							x	(ii)	International Social Entrepreneurship			
								(iii)	Corporate Social Responsibility			
							x	a.	International Commercialization of Green Technology			
							x	b.	Ecotourism	\$2,500	\$1,000	Faculty IB research awards. Funds can be used towards data collection, equipment, travel, based on a three stage production process.
							x	c.	Reduction of Global Poverty			
							x	(iv)	Software Piracy in Developing Economies	\$2,500	\$1,000	Faculty IB research awards. Funds can be used towards data collection, equipment, travel, based on a three stage production process.
							x	(v)	Globally Distributed Workforce			
							x	C.	Student Research Symposium IB Research Track	\$500		Meeting costs (facility and AV costs).
							x	D.	Faculty-Student IB Mentorship Program (F-SIBMP)		\$1,000	Faculty time allocated to this activity.
							x	E.	Industry Clusters Study			
							x	F.	IB Index			
								G.	Dissemination			
				x				(i)	IB Faculty Research Directory		\$500	Marketing and printing costs.



## Optional Budget Narrative Attachment

Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other			Year 3		Notes
										Federal	Non-Federal	
									Administrative/Programmatic Budget Allocations			
							x	(ii) IB Study Group			\$500	Faculty time allocated to this activity.
				x				(iii) Journal of International Business Studies (JIBS)	\$2,000	\$2,000		Travel support to attend conference for two faculty members at \$2000/faculty (travel, lodging, meals, etc.)
				x				(iv) Academy of International Business (AIB)	\$2,000	\$2,000		Travel support to attend conference for two faculty members at \$2000/faculty (travel, lodging, meals, etc.)
							x	(v) Pacific Asian Consortium for International Business Education and Research (PACIBER)	\$1,500			Membership in Consortia.
								<b>IV. Program Element IV: Outreach to the Community</b>				
								<b>A. Academic Outreach</b>				
							x	(i) CIBER Community College Network	\$4,000			Meeting costs (facility and AV costs).
								(ii) CSU Consortium				
							x	a. Research Fellow Program	\$1,000			Management of online database and marketing costs.
							x	b. IB Faculty and Administrators Quarterly Meetings	\$3,000			Meeting costs (facility and AV costs). Four meetings/year: 3 virtual meetings and 1 annual meeting.
							x	(iii) Western Regional CIBER Consortium	\$2,500	\$2,500		Program fee. Non-federal funds will be used for faculty time allocated to this activity.
								(iv) Faculty Development in International Business (FDIB)				
							x	a. Training Faculty to Lead Short-Term Study Abroad	\$6,000			Travel support for 2 administrators to Europe at \$3,00/person (transportation, lodging, per diem, etc.)
							x	b. Green Business to Australia	\$7,500			Travel support for 2 administrators to Australia at \$3750/person (transportation, lodging, per diem, etc.)
							x	c. Japan	\$500	\$500		Meeting costs (facility and AV costs). Non-federal funds is for faculty time allocated to this activity.
							x	d. China	\$5,000	\$2,500		Program fee for participation of one faculty member. Non-federal funds will be used for program fee.
							x	e. PACIBER FDIB Minority Serving Institutions (MSI) and Community Colleges	\$1,000			Program fee.
							x	(v) Consortium of Undergraduate IB Education (CUIBE)	\$2,000	\$1,000		Membership in Consortia, marketing materials and data management. Non-federal funds is for program fee.
							x	(vi) CIBER Undergraduate IB Case Competition	\$4,500			Program fee with CIBERs to offer competition.
								<b>B. Business Outreach</b>				
							x	(i) National District Export Council (NDEC) Annual Conference	\$1,500			Partnerships with CIBERs to co-sponsor conference.
							x	(ii) San Diego Export Initiative	\$500			Marketing and printing costs.
								(iii) Collaboration with the World Trade Center San Diego (WTCSD)				
							x	a. Internship Program	\$500			Communications, reproductions and marketing costs.
							x	b. Cross Cultural Business Communication Seminars	\$500			Communications, reproductions and marketing costs.
							x	c. Global Logistics Symposium	\$500			Communications, reproductions and marketing costs.
							x	d. Peace and Prosperity through Trade and Commerce Conference	\$500			Communications, reproductions and marketing costs.
								e. Overseas Trade Missions				
							x	1. Australia	\$5,500			Program fee for participation of one faculty member.
							x	2. China	\$5,500			Program fee for participation of one faculty member.
							x	3. Germany				
							x	4. Mexico				
							x	e. Working Waterfront and Port Tour	\$1,500			Costs for promotional materials.
								(iv) Collaboration with U.S. Commercial Service				



Equipment	Personnel	Fringe	Supplies	Travel	Construction	Other		Administrative/Programmatic Budget Allocations	Year 3		Notes
									Federal	Non-Federal	
			x					a. Export Sales Seminar for Small Businesses	\$500		Costs for promotional materials
						x		b. U.S. Export Controls Seminar (2/year)	\$1,000		Communications, reproductions and marketing costs.
						x		c. Discover Global Markets Business Forum Series	\$2,000		Support for data collection and printing costs.
						x		(v) San Diego Regional Chamber of Commerce International Committee	\$200		Communications, reproductions and marketing costs.
						x		(vi) Cali-Baja Bi-National Mega Region Initiative	\$500		Communications, reproductions and marketing costs.
						x		(vii) Cross Border Climate and Renewable Energy Summit: Opportunities for Trade and Investment	\$500		Communications, reproductions and marketing costs.
								<b>V. Program Element V: Synergy and Program Priorities</b>			
								<i>(No Additional Budget Allocation Required)</i>			
								<b>Administration</b>			
	x							Director, Gangaram Singh (20%)	\$34,406	\$34,406	Institution covers 20% of PI salary. Additional effort is covered by federal funds.
	x							Managing Director, Mark Ballam (80%)	\$23,971	\$76,710	Institution covers 80% of MD salary. Additional effort is covered by federal funds.
	x							Program Coordinator, Siv Della Maestra (100%)	\$50,369		Funds cover 100% of PC salary.
	x							Faculty Research Director, Martina Musteen (10%)	\$10,911	\$10,912	Institution covers 10% of FRD salary. Additional effort is covered by federal funds.
	x							Office Assistant (100%)	\$5,304	\$5,305	Institution covers 50% of OA salary. Additional effort is covered by federal funds.
	x							Faculty Support-Curriculum and Research (tbn)		\$31,024	Portion of faculty support for the project covered by the institution at 10-15% estimate for
	x							Undergraduate IB Program Cost Share (R. Perez 10%, M. Franco 10%, M. LaPlante 10%, M. Williamson 10%)		\$17,987	Institution covers 10% of IB Personnel salary
	x							CIBER Business Language Faculty (Osman)		\$5,570	Institution covers 10% of CEO personnel salary
	x							CIBER Education Outreach (Training Modules and CC Outreach) (J. Wood 10% and C. Aquino-Sterling 10%)		\$6,871	Institution covers 10% of CBLF personnel salary
	x							Student Staffing	\$4,000	\$5,262	Institution covers 50% of S salary. Additional effort is covered by federal funds.
		x						Fringe (Rate: 45.1%) Federal column = Della Maestra	\$22,716	\$94,227	Fringe benefits per CSU guidelines for FICA, SUI, Workers' Compensation, State Leave, Voluntary Retirement, Dental Insurance, Health Insurance, Life Insurance.
		x						Fringe (Rate: 25%) Singh, Ballam, Musteen	\$18,697		Fringe benefits per CSU guidelines for FICA, SUI, Workers' Compensation, State Leave, Voluntary Retirement, Dental Insurance, Health Insurance, Life Insurance.
					x			External Evaluator: Stephen Tallman (Years 2/4)			
	x							Internal Evaluator: Doreen Mattingly	\$5,500		Funds to cover negotiated salary for evaluator.
			x					Administrative Travel (Directors' Meeting)	\$5,000		Travel support to attend annual conference for two administrators at \$2500/person (travel,
								Total Direct	\$329,474	\$329,474	
								Total Indirect (8%)	\$26,358	\$26,358	Indirect costs are limited to 8% of a modified total direct cost base both for the federal and the
								Total Costs	\$355,832	\$355,832	

## Optional Budget Narrative Attachment

Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other		Year 4		Notes
									Federal	Non-Federal	
								<b>Administrative/Programmatic Budget Allocations</b>			
								<b>I. Program Element I: Foreign Language Assessment and Education</b>			
								A. Computer Assisted Screening Tool (CAST)			
				x				(i) Add Levantine Dialect			
				x				(ii) Enhancement for Pedagogical Proficiency			
				x				(iii) Pre-Internship Assessment for IB Students	\$1,000	\$250	Contractual support for test evaluator at \$20/evaluation * 50 students. Non-federal funds will cover language expenses.
							x	(iv) Create Self-Support Model			
							x	(v) Incubate Social Venture			
							x	B. IB Student Portfolio (High-Impact Learning Activities)	\$1,000	\$1,000	Contractual support for student portfolio evaluator at \$20/evaluation * 100 students.
								C. Language Training Modules			
								(i) Pre-departure Language Training for Business Professionals			
							x	a. Chinese	\$500	\$1,250	Meeting costs (facility and AV costs). Non-federal funds will cover language expenses.
							x	b. German			
							x	c. Japanese			
							x	d. Spanish			
							x	(ii) Business Language for Military Veterans			
								Faculty Development Programs (FDP)			
				x				(iii) Community Colleges	\$3,000		Expenses related to meeting with institutions in the region (transportation and lodging).
				x				(iv) California State Universities	\$3,000		Expenses related to meeting with institutions in the region (transportation and lodging).
							x	D. CIBER Business Language Conference	\$3,000	\$2,000	Partnership with CIBERs to offer conference.
								<b>II. Program Element II: Integrated High-Impact Learning Curriculum</b>			
								A. Undergraduate IB Curriculum			
				x				(i) First-Year Seminar			
				x				(ii) Study/Internship Opportunities in Brazil and Jordan	\$3,000	\$3,000	Travel support for internship coordinator to travel to Jordan. Travel costs include: airfare, lodging, meals, and transportation.
							x	(iii) Repository for IB Internships Abroad	\$500	\$500	Support for website management and marketing materials.
							x	(iv) IB Capstone Case Competition	\$2,500	\$1,500	Awards for top two teams. Non-federal funds for faculty time allocated to this activity.
							x	(v) International Study/Internship Returnee Conference	\$500	\$500	Meeting costs (facility and AV costs).
								B. Growing IB Program			
							x	(i) K-12 Outreach Initiative	\$300	\$300	Cost for marketing materials.
							x	(ii) Community College Outreach Initiative	\$300	\$300	Cost for marketing materials.
			x					(iii) IB Career Fair	\$800	\$300	Costs for promotional materials.
								C. BS/BA Business Program			
							x	(i) Global Module First-Year Seminar	\$750	\$1,200	Marketing materials and meeting room expenses. Non-federal funds for faculty time.
								(ii) Passport Portfolio			
							x	a. IB Learning Community	\$200		Marketing materials and meeting room expenses.



## Optional Budget Narrative Attachment

Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other			Year 4		Notes
										Federal	Non-Federal	
									<b>Administrative/Programmatic Budget Allocations</b>			
									b. Short-term Study Abroad			
				x					1. China	\$5,000	\$1,000	Student mobility stipends at \$500/student * 12 students. Non-federal funds will be
				x					2. France			
				x					3. Israel			
				x					4. Spain	\$5,000	\$1,000	Student mobility stipends at \$500/student * 12 students. Non-federal funds will be
									D. Graduate Curriculum			
							x		(i) Five-Year IB/MBA Program	\$1,000	\$250	Funds to offset communications, reproductions and marketing costs.
							x		(ii) Global Business Project	\$3,500	\$1,500	Membership in consortia. Non-federal funds for faculty time allocated to this activi
				x					(iii) International Financial Reporting Standards (IFRS) Course International Experience Component	\$2,500	\$1,000	Student mobility stipends at \$500/student * 5 students. Non-federal funds will be u
									(iv) Pre-departure Education Module			
							x		a. Sports Management MBA	\$1,000	\$500	Assessment and meeting costs (facility and AV costs). Non-federal funds will cover
							x		b. Executive MBA	\$1,000	\$500	Assessment and meeting costs (facility and AV costs). Non-federal funds will cover
									E. Building the Nexus Between Education and Entrepreneurship			
							x		(i) International Social Entrepreneurship with Zahn Innovation Center: Africa, South Asia and Southeast Asia focus	\$1,000	\$1,000	Zahn Center Consulting Project fee.
							x		(ii) Small Business Consulting to Develop Export Capabilities	\$2,700	\$2,000	Small Business Consulting Project fee.
							x		(iii) International Business Opportunity Development (IBOD) Consulting Projects	\$1,000	\$1,000	Marketing and printing materials. Non-federal funds for faculty time allocated for t
				x					F. Global Internship Conference	\$900	\$900	Travel support for internship coordinator to attend conference (travel, lodging, per d
									<b>III. Program Element III: Scholarly IB Research Cluster</b>			
							x		A. Faculty IB Research Grant Program (open-call)	\$20,000		Faculty IB research awards at \$5000/ proposal. 4 proposals to be awarded. Funds c
									B. Faculty IB Research Grant Program (detailed)			equipment, travel, or graduate assistant. Awards are based on a three stage product
							x		(i) International Entrepreneurship	\$2,500	\$1,000	Faculty IB research awards. Funds can be used towards data collection, equipment,
							x		(ii) International Social Entrepreneurship	\$2,500	\$1,000	based on a three stage production process.
									(iii) Corporate Social Responsibility			Faculty IB research awards. Funds can be used towards data collection, equipment,
							x		a. International Commercialization of Green Technology	\$2,500	\$1,000	based on a three stage production process.
							x		b. Ecotourism	\$2,500	\$1,000	Faculty IB research awards. Funds can be used towards data collection, equipment,
							x		c. Reduction of Global Poverty	\$2,500	\$1,000	based on a three stage production process.
							x		(iv) Software Piracy in Developing Economies			Faculty IB research awards. Funds can be used towards data collection, equipment,
							x		(v) Globally Distributed Workforce	\$2,500	\$1,000	based on a three stage production process.
							x		C. Student Research Symposium IB Research Track	\$500		Meeting costs (facility and AV costs).
							x		D. Faculty-Student IB Mentorship Program (F-SIBMP)			
							x		E. Industry Clusters Study			
							x		F. IB Index			
									G. Dissemination			
			x						(i) IB Faculty Research Directory		\$500	Marketing and printing costs.





## Optional Budget Narrative Attachment

Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other		Administrative/Programmatic Budget Allocations	Year 4		Notes
										Federal	Non-Federal	
								x	(ii) IB Study Group			
				x					(iii) Journal of International Business Studies (JIBS)	\$2,000	\$1,500	Travel support to attend conference for two faculty members at \$1750/faculty (travel and lodging).
				x					(iv) Academy of International Business (AIB)	\$2,000	\$1,500	Travel support to attend conference for two faculty members at \$1750/faculty (travel and lodging).
							x		(v) Pacific Asian Consortium for International Business Education and Research (PACIBER)	\$1,500		Membership in Consortia.
									<b>IV. Program Element IV: Outreach to the Community</b>			
									A. Academic Outreach			
							x		(i) CIBER Community College Network	\$2,000		Meeting costs (facility and AV costs).
									(ii) CSU Consortium			
							x		a. Research Fellow Program	\$1,000		Management of online database and marketing costs.
							x		b. IB Faculty and Administrators Quarterly Meetings	\$3,000		Meeting costs (facility and AV costs). Four meetings/year: 3 virtual meetings and 1 in-person meeting.
							x		(iii) Western Regional CIBER Consortium			
									(iv) Faculty Development in International Business (FDIB)			
							x		a. Training Faculty to Lead Short-Term Study Abroad	\$6,000		Travel support for 2 administrators to Asia at \$3,000/person (transportation, lodging, and per diem).
							x		b. Green Business to Australia	\$7,500		Travel support for 2 administrators to Australia at \$3750/person (transportation, lodging, and per diem).
							x		c. Japan	\$500	\$500	Meeting costs (facility and AV costs). Non-federal funds is for faculty time allocated to the program.
							x		d. China	\$5,000	\$2,500	Program fee for participation of one faculty member. Non-federal funds will be used for travel and lodging.
							x		e. PACIBER FDIB Minority Serving Institutions (MSI) and Community Colleges	\$4,000		Program fee for participation of 2 MSI faculty members.
							x		(v) Consortium of Undergraduate IB Education (CUIBE)	\$2,000	\$1,000	Membership in Consortia, marketing materials and data management. Non-federal funds will be used for travel and lodging.
							x		(vi) CIBER Undergraduate IB Case Competition	\$4,500		Program fee with CIBERs to offer competition.
									B. Business Outreach			
							x		(i) National District Export Council (NDEC) Annual Conference	\$1,500		Partnerships with CIBERs to co-sponsor conference.
			x						(ii) San Diego Export Initiative	\$500		Marketing and printing costs.
									(iii) Collaboration with the World Trade Center San Diego (WTCSD)			
							x		a. Internship Program	\$500		Communications, reproductions and marketing costs.
							x		b. Cross Cultural Business Communication Seminars	\$500		Communications, reproductions and marketing costs.
							x		c. Global Logistics Symposium	\$500		Communications, reproductions and marketing costs.
							x		d. Peace and Prosperity through Trade and Commerce Conference	\$500		Communications, reproductions and marketing costs.
									e. Overseas Trade Missions			
							x		1. Australia			
							x		2. China			
							x		3. Germany	\$5,500		Program fee for participation of one faculty member.
							x		4. Mexico	\$3,500		Program fee for participation of one faculty member.
			x						e. Working Waterfront and Port Tour	\$1,500		Costs for promotional materials.
									(iv) Collaboration with U.S. Commercial Service			



## Optional Budget Narrative Attachment

Equipment	Personnel	Fringe	Supplies	Travel	Contractual	Construction	Other		Administrative/Programmatic Budget Allocations	Year 4		Notes
										Federal	Non-Federal	
			x						a. Export Sales Seminar for Small Businesses	\$500		Costs for promotional materials
							x		b. U.S. Export Controls Seminar (2/year)	\$1,000		Communications, reproductions and marketing costs.
							x		c. Discover Global Markets Business Forum Series	\$2,000		Support for data collection and printing costs.
							x		(v) San Diego Regional Chamber of Commerce International Committee	\$200		Communications, reproductions and marketing costs.
							x		(vi) Cali-Baja Bi-National Mega Region Initiative	\$500		Communications, reproductions and marketing costs.
							x		(vii) Cross Border Climate and Renewable Energy Summit: Opportunities for Trade and Investment	\$500		Communications, reproductions and marketing costs.
									<b>V. Program Element V: Synergy and Program Priorities</b>			
									(No Additional Budget Allocation Required)			
									<b>Administration</b>			
	x								Director, Gangaram Singh (20%)	\$35,438	\$35,438	Institution covers 20% of PI salary. Additional effort is covered by federal funds.
	x								Managing Director, Mark Ballam (80%)	\$24,691	\$79,011	Institution covers 80% of MD salary. Additional effort is covered by federal funds.
	x								Program Coordinator, Siv Della Maestra (100%)	\$51,880		Funds cover 100% of PC salary.
	x								Faculty Research Director, Martina Musteen (10%)	\$11,239	\$11,239	Institution covers 10% of FRD salary. Additional effort is covered by federal funds.
	x								Office Assistant (100%)	\$5,464	\$5,464	Institution covers 50% of OA salary. Additional effort is covered by federal funds.
	x								Faculty Support-Curriculum and Research (tbn)		\$30,963	Portion of faculty support for the project covered by the institution at 10-15% estim.
	x								Undergraduate IB Program Cost Share (R. Perez 10%, M. Franco 10%, M. LaPlante 10%, M. Williamson 10%)		\$18,526	Institution covers 10% of IB Personnel salary
	x								CIBER Business Language Faculty (Osman)		\$5,737	Institution covers 10% of CEO personnel salary
	x								CIBER Education Outreach (Training Modules and CC Outreach) (J. Wood 10% and C. Aquino-Sterling 10%)		\$7,077	Institution covers 10% of CBLF personnel salary
	x								Student Staffing	\$4,000	\$5,262	Institution covers 50% of S salary. Additional effort is covered by federal funds.
		x							Fringe (Rate: 45.1%) Federal column = Della Maestra	\$23,399	\$96,511	Fringe benefits per CSU guidelines for FICA, SUI, Workers' Compensation, Leave, Voluntary Retirement, Dental Insurance, Health Insurance, Life Insurance.
		x							Fringe (Rate: 25%) Singh, Ballam, Musteen	\$19,217		Fringe benefits per CSU guidelines for FICA, SUI, Workers' Compensation, Leave, Voluntary Retirement, Dental Insurance, Health Insurance, Life Insurance.
						x			External Evaluator: Stephen Tallman (Years 2/4)	\$5,000		Funds to cover negotiated salary for evaluator.
	x								Internal Evaluator: Doreen Mattingly	\$5,500		Funds to cover negotiated salary for evaluator.
				x					Administrative Travel (Directors' Meeting)	\$5,000		Travel support to attend annual conference for two administrators at \$2500/person (incidentals).
									Total Direct	\$331,478	\$331,478	
									Total Indirect (8%)	\$26,518	\$26,518	Indirect costs are limited to 8% of a modified total direct cost base both for the federal and non-federal.
									Total Costs	\$357,996	\$357,996	



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

San Diego State University Research Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	127,290.00	130,824.00	134,461.00	138,212.00		530,787.00
2. Fringe Benefits	39,116.00	40,248.00	41,413.00	42,616.00		163,393.00
3. Travel	47,650.00	53,400.00	55,400.00	54,400.00		210,850.00
4. Equipment						
5. Supplies	2,800.00	2,800.00	3,300.00	3,300.00		12,200.00
6. Contractual	4,700.00	7,750.00	2,000.00	7,000.00		21,450.00
7. Construction						
8. Other	100,100.00	93,200.00	92,900.00	85,950.00		372,150.00
9. Total Direct Costs (lines 1-8)	321,656.00	328,222.00	329,474.00	331,478.00		1,310,830.00
10. Indirect Costs*	25,732.00	26,258.00	26,358.00	26,518.00		104,866.00
11. Training Stipends						
12. Total Costs (lines 9-11)	347,388.00	354,480.00	355,832.00	357,996.00		1,415,696.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 04/09/2014 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS, Division of Cost Allocation

The Indirect Cost Rate is 0.50 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0.08 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
San Diego State University Research Foundation	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	183,444.00	194,672.00	194,047.00	198,717.00		770,880.00
2. Fringe Benefits	89,034.00	94,350.00	94,227.00	96,511.00		374,122.00
3. Travel	16,400.00	12,900.00	15,900.00	12,900.00		58,100.00
4. Equipment						
5. Supplies	800.00	800.00	800.00	800.00		3,200.00
6. Contractual	4,700.00	3,700.00	1,250.00	1,250.00		10,900.00
7. Construction						
8. Other	27,278.00	21,800.00	23,250.00	21,300.00		93,628.00
9. Total Direct Costs (lines 1-8)	321,656.00	328,222.00	329,474.00	331,478.00		1,310,830.00
10. Indirect Costs	25,732.00	26,258.00	26,358.00	26,518.00		104,866.00
11. Training Stipends						
12. Total Costs (lines 9-11)	347,388.00	354,480.00	355,832.00	357,996.00		1,415,696.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Gangaram		Singh	PhD

Address:

Street1:	5250 Campanile Drive
Street2:	
City:	San Diego
County:	
State:	CA: California
Zip Code:	92182-8238
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
619-594-2201	

Email Address:

Gangaram.Singh@sdsu.edu
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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

--

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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